



May 14, 2024 Regular Board Meeting

A Regular meeting of the Board of Education of Washtenaw Intermediate School District will be held beginning at 5:00 PM at the WISD Teaching and Learning Center, 1819 S. Wagner Rd. Ann Arbor, MI (734) 994-8100.

Tuesday, May 14, 2024 05:00 PM

1. Call To Order - President Diane Hockett

2. Roll Call - Victoria Westmoreland, Administrative Assistant to the Superintendent

3. Approval of the Agenda

[May 14, 2024 Memo \(p. 3\)](#)

4. Communications

5. Public Participation

6. Equity, Inclusion, and Social Justice Dialogue

7. Consent Agenda

A. Approval: Minutes

[April 23, 2024 Minutes \(p. 7\)](#)

B. Approval: Superintendent's Recommendations

101-23-24 Employment Recommendations

[New Hire_D. Leeth \(p. 13\)](#)

[New Hire_K. McLouth \(p. 16\)](#)

[New Hire_L. Lewandowski \(p. 19\)](#)

[New Hire_M. Eddy \(p. 30\)](#)

102-23-24 Reclassification Request

[Reclassification_EI TC DHH \(p. 33\)](#)

103-23-24 Staff Retirement

[Retirement_C. Teff \(p. 40\)](#)

104-23-24 Staff Resignations

[Resignation_G. Al-Sheemary \(p. 42\)](#)

[Resignation_K. Collier \(p. 44\)](#)

[Resignation_S. Alfred \(p. 46\)](#)

105-23-24 Layoff Notification

[Layoff_R. Iacoban \(p. 48\)](#)

8. Unfinished Business

9. New Business

A. CMHPSM Substance Use Prevention Grant

[CMHPSM Block Grant Memo \(p. 50\)](#)

B. Revised Head Start Selection Criteria

[Revised Selection Criteria Memo \(p. 51\)](#)

[\(Home Based\) Head Start Selection Criteria 2024 \(p. 52\)](#)

[\(Center Based\) Head Start Selection Criteria 2024 \(p. 58\)](#)

C. Kriseles Contract

[Kriseles Contract Memo \(p. 64\)](#)

[Kriseles Agreement \(p. 65\)](#)

D. Administration Parking Lot Replacement

[Administration Parking Lot Replacement Memo \(p. 73\)](#)

[Administration Parking Lot Replacement Project Scope \(p. 74\)](#)

E. Authorization of Closed Session

10. Recess to Closed Session

11. Reconvene to Open Session

12. Other Items of Business

13. Board of Education Reports

14. Administrative Reports

A. Superintendent's Report

B. Retainer Newsletter

[School Law Notes April 2024 \(p. 75\)](#)

15. Adjournment

MEMORANDUM

TO: Board of Education
FROM: Naomi Norman, Superintendent
DATE: May 14, 2024
RE: Regular Meeting May 14, 2024

Agenda Item 3: Approval of the Agenda: President Diane Hockett will ask for approval of the agenda. (p. 3)

Agenda Item 4: Communications: There are no communications at this time.

Agenda Item 5: Public Participation: Members of the public who wish to address the Board may do so at this time.

Agenda Item 6: Equity, Inclusion, and Social Justice Dialogue: Superintendent Naomi Norman will facilitate the equity, inclusion, and social justice discussion.

Agenda Item 7: Consent Agenda

A. Approval: Minutes: Approval of the minutes of the April 23, 2024, regular and closed session meetings. (p. 7)

B. Approval: Superintendent’s Recommendations:

The Superintendent recommends the Board accept the following employment recommendations:

101-23-24 Employment Recommendations: Please see the employment recommendations for: Deshawn Leeth as the Washtenaw My Brother’s Keeper Project Assistant. If approved by the board DeShawn’s salary will be \$47,544.00. All other fringe benefits are set forth in the Non-affiliated contract. (p. 13)

Kimberly McLouth as a Teacher of Students with Cognitive Impairments. If approved by the board Kimberley’s salary will be \$67,401. All other fringe benefits are set forth in the Unit II contract. (p. 16)

Lisa Lewandowski as a Teaching Assistant. If approved by the board Lisa’s salary will be \$33,732.00. All other fringe benefits are set forth in the Unit I contract. (p. 19)

Mary Eddy as a Flex Teacher. If approved by the board Mary's salary will be \$69,027.00. All other fringe benefits are set forth in the Unit I contract. (p. 30)

The Superintendent recommends the Board accept the following reclassification:

102-23-24 Reclassification Request: Please see the reclassification request for: Carlene Laskey, current position: Teacher Consultant - Deaf/Hard of Hearing, 1.0 FTE, 185 workdays, Salary: \$93,047.00, Unit II bargaining. Recommended position: Early Intervention Teacher Consultant - Deaf/Hard of Hearing, 1.0 FTE, 185 workdays, Salary: \$93,047.00, Unit II bargaining. (p. 33)

The Superintendent recommends the Board accept the following retirement:

103-23-24 Staff Retirement: Please see the staff retirement for: Christine Teff, effective August 31, 2024. Christine Tegg has been employed with the WISD since September 4, 2019, as a Teacher Consultant for the Countywide Behavior Team. (p. 40)

The Superintendent recommends the Board accept the following resignations:

104-23-24 Staff Resignations: Please see the staff resignations for: Ghufuran Al-Sheemary, effective April 26, 2024. Ghufuran has been employed with the WISD since November 5, 2018, as an Early Head Start Home Visitor in the Early Childhood Department. (p. 42)

Kristina Collier, effective June 30, 2024. Kristina has been employed with the WISD since July 18, 2023, as a Teaching Consultant at WAVE. (p. 44)

Sandra Alfred, effective April 18, 2024. Sandra has been employed with the WISD since August 21, 2023, as a Teaching Assistant at the Adult Red Oak Program. (p. 46)

The Superintendent recommends the Board accept the following layoff notification:

105-23-23 Layoff Notification: Please see the layoff notification for: Radu Iacoban will be laid off from his position as WEOC Finance Manager due to the position being eliminated, effective June 30, 2024. Radu will remain as Finance Manager for Washtenaw Technical Middle College PSA's. (p. 48)

Recommendation: The Superintendent recommends that the Board of Education approve the minutes and Superintendent's recommendations in the Consent Agenda, as presented. (Roll Call Vote)

Agenda Item 8: Unfinished Business:

Agenda Item 9: New Business:

A. CMHPSM Substance Use Prevention Grant: Please see the memo from Grant & Special Projects Coordinator Sarah Hierman. The administration recommends that the Board authorize the administration to approve a \$108,236.00 grant submission to CMHPSM for the second phase of a substance use prevention initiative in Washtenaw County. This grant will primarily fund planning for evidence-based interventions, engaging stakeholders and utilizing existing staff resources. If approved, the grant period

will run from October 1, 2024, to September 30, 2025, with subsequent funding sought for implementation in Fall 2025. This initiative aligns with SAMHSA's Strategic Prevention Framework, addressing gaps in current substance use services. Approval is sought to identify and plan effective strategies for youth substance use prevention. (p. 50)

Recommendation: Motion that the Board of Education authorize the administration to approve the submission of a Substance Use Prevention Block Grant to the Community Mental Health Partnership of Southeast Michigan (CMHPSM) in the amount of \$108,236.00. (Roll Call Vote)

B. Revised Head Start Selection Criteria: Please see the memo from Executive Director for Early Childhood Edward Manuszak. The administration is requesting Board approval for the revised Head Start Selection Criteria, applicable to both center-based and home-based classrooms. These revisions aim to better address the needs of children and families served by the Head Start program. (p. 51)

Recommendation: Motion that the Board of Education approve the new Head Start selection criteria for both center-based and home-based Head Start classrooms. (Roll Call Vote)

C. Kriseles Contract: Please see the memo from Superintendent Naomi Norman. The administration is seeking Board approval to contract with Kriseles, Inc. to provide advisory and consulting services related to organizational management, leadership development, and Diversity, Equity, and Inclusion (DEI) for a total cost not to exceed \$124,000.00. Kriseles will administer a culture survey and conduct interviews with Cabinet leaders and a sample of staff from Washtenaw ISD to assess inclusivity within the organization's culture. The findings will be analyzed to establish a planning team tasked with devising a plan for the 2024-2025 school year. This contract extends from July 1, 2024, to June 30, 2025, with funding sourced from EISJ Professional & Technical accounts. (p. 64)

Recommendation: Motion that the Board of Education authorize the administration to approve the contract with Kriseles, Inc. for advisory and consulting services related to Organizational Management, Leadership Development, and Inclusive Practices for a cost not to exceed \$124,000.00 plus travel expenses. (Roll Call Vote)

D. Administration Parking Lot Replacement: Please see the memo from Director of Operation Tanner Rowe. The administration recommends authorizing a contract with Midwestern Consulting for the development of pavement reconstruction plans for the East Administration parking lot at the Teaching and Learning Center, with a maximum cost of \$17,500.00. A recent geotechnical investigation revealed the poor condition of the existing pavement, requiring its reconstruction. Midwestern Consulting will provide the existing conditions, a pavement improvement plan, pavement marking plans, and construction details, estimated at \$300,000.00. Funding for this project will be sourced from the Capital Projects fund. (p. 73)

Recommendation: Motion that the Board of Education authorize the administration to approve a contract with Midwestern Consulting for development of pavement reconstruction plans for the East Administration parking lot at the Teaching and Learning Center, with an amount not to exceed \$17,500.00. (Roll Call Vote)

E. Authorization of Closed Session: The Board of Education has requested a closed session under Section 1(c), for the purpose of strategy and negotiation of a collective bargaining agreement.

Recommendation: Motion that the Board of Education authorize a closed session under Section 8(c) for the purpose of strategy and negotiation of a collection bargaining agreement. (Roll Call Vote)

Agenda Item 10: **Recess to Closed Session:** Under Section 8(c) for the purpose of strategy and negotiation of a collective bargaining agreement.

Agenda Item 11: **Reconvene to Open Session**

Agenda Item 12: **Other Items of Business**

Agenda Item 13: **Board of Education Reports**

Agenda Item 14: **Administrative Reports:**

A. **Superintendent's Report:** Superintendent Norman will address the Board.

B. **Retainer Newsletter:** The April 2024 edition of the School Law Notes from Thrun Law Firm is attached. (p. 75)

Agenda Item 15: **Adjournment**



**WASHTENAW INTERMEDIATE SCHOOL DISTRICT
BOARD OF EDUCATION MEETING MINUTES**

Tuesday, April 23, 2024

The Washtenaw Intermediate School District Board of Education held a regular board meeting on Tuesday, April 23, 2024, in Washtenaw ISD's Teaching and Learning Center Board Room at 1819 South Wagner Road in Ann Arbor, Michigan.

CALL TO ORDER

The meeting was called to order at 5:00 p.m. by President Diane Hockett

ATTENDANCE

The following members were present:

Diane Hockett, President
Mary Jane Tramontin, Vice President
Theresa Saunders, Secretary
Steve Olsen, Trustee

The following member was absent:

Sarena Shivers, Treasurer

Quorum was met.

Also present:

Naomi Norman, Superintendent
Cherie Vannatter, Deputy Superintendent
Brian Marcel, Associate Superintendent
Edward Manuszak, Executive Director for Early Childhood
Jennifer Banks, Director of Instruction
Sherri Papazoglou, Director of Finance
Nancy Davis, Teacher Consultant
Victoria Westmoreland, Administrative Assistant to the Superintendent
Executive Director of Honey Creek Community School, Kevin Kelly
Deshawn Leeth, Member of the Public

APPROVAL OF THE AGENDA

Motion by Steve Olsen, seconded by Mary Jane Tramontin, to approve the agenda, as presented.

Ayes: All.

Nays: None.

Motion carried.

FINANCIAL REPORTS: Director of Finance Sherri Papazoglou reviewed the financial reports for March 2024. Executive Director for Early Childhood, Edward Manuszak reviewed the March 2024 Head Start Financial Reports.

Motion by Mary Jane Tramontin, seconded by Theresa Saunders, that the Board of Education approve the March 2024 Head Start Financial Reports, as presented.

Voting yes: Theresa Saunders, Mary Jane Tramontin, Steve Olsen, Diane Hockett.

Voting no: None.

Motion carried.

SPECIAL PRESENTATION – Honey Creek Evaluation Presentation: Deputy Superintendent Cherie Vannatter and Executive Director of Honey Creek Community School Kevin Kelly addressed the Board, sharing findings from the Honey Creek Cultural Survey and providing explanations for certain trends. Kevin Kelly fielded questions from the Board.

EQUITY, INCLUSION, AND SOCIAL JUSTICE DIALOGUE: Superintendent Naomi Norman facilitated the Equity, Inclusion, and Social Justice (EISJ) discussion, sharing about the following:

- The Board of Education is invited to attend the annual Courageous Conversation About Race (CCAR) conference that will be held in October of 2024 in Chicago, IL.
- The ASU + GSV Conference introduced Artificial Intelligence (AI) chatbot tools that are designed with a focus on racial consciousness, aiming to produce more racially balanced chatbot responses.

CONSENT AGENDA

Motion by Steve Olsen, seconded by Mary Jane Tramontin, that the Board of Education approve the minutes and Superintendent’s recommendations in the Consent Agenda, as presented.

Voting yes: Steve Olsen, Diane Hockett, Theresa Saunders, Mary Jane Tramontin.

Voting no: None.

Motion carried.

Approval of Minutes

The Board approved the minutes of the April 9, 2024, regular meeting.

095-23-24

The Board approved the following employment recommendations:

- Megan Bachus as a Teacher Consultant.

096-23-24

The Board approved the following reclassification requests:

- Kathleen Forhan, TA – Red Oak, 1.0 FTE, 185 Workdays, Unit I bargaining, to TA – Washtenaw News Young Adult, 1.0 FTE, 185 Workdays, Unit I Bargaining.
- Melissa Cischke, Project Specialist – Achievement Initiatives, 1.0, 230 workdays, Non-Affiliated bargaining, to Project Specialist – Technology, 1.0 FTE, 230 workdays, Non-Affiliated bargaining.

097-23-24

The Board approved the following new position requests:

- Speech Language Pathologist (2), 2.0 FTE, 185 Workdays, Worksite: Ypsilanti Community Schools, Unit II bargaining.
- School Social Worker (2), 2.0 FTE, 185 Workdays, Worksite: Ypsilanti Community Schools, Unit II bargaining.

- Teacher Consultant (2), 2.0 FTE, 185 Workdays, Worksite: Ypsilanti Community Schools, Unit II bargaining.

098-22-23

The Board approved the following staff retirement.

- Dawn Gilson, effective August 21, 2024.

099-23-24

The Board motioned to authorize the administration to amend the contract with Dr. Yolanda Sealey-Ruiz at a cost of \$10,000.00, for a total amended cost not to exceed \$114,000.00, as presented.

100-22-23

The Board motioned to authorize the administration to amend the contract with Justice Leaders Collaborative to provide social justice professional learning for Dexter Community Schools for a cost not to exceed \$3,000.00, as presented.

UNFINISHED BUSINESS – Board Policies – Second Read: President Diane Hockett mentioned that necessary changes to the Board Policies were made after the first read on April 9, 2024, at the regular Board of Education meeting.

Motion by Theresa Saunders, seconded by Mary Jane Tramontin, that the Board of Education adopts revised Board Policies #6325 – Procurement – Federal Grants/Funds, and #6520 – Payroll Deductions; and to rescind policy #2410 – Prohibition of Referral or Assistance at second read, as presented.

Voting yes: Mary Jane Tramontin, Steve Olsen, Diane Hockett, Theresa Saunders.

Voting no: None.

Motion carried.

NEW BUSINESS – Kalamazoo RESA MiSTEM Sub-Recipient Agreement: Superintendent Naomi Norman presented the Sub-Recipient Agreement on behalf of Washtenaw ISD's MiSTEM Region 2 Director, Scott Heister. Kalamazoo RESA is responsible for selecting the contractor for the mandatory evaluation, with our region obligated to share the evaluation costs in the amount of \$50,000.00. Director of Instruction Jennifer Banks weighed in on the payment timeline and fielded questions from the Board. The Board decided to alter the motion language to articulate that the Board is approving payment for the October 1, 2023, through September 30, 2024, fiscal year.

Motion by Steve Olsen, seconded by Mary Jane Tramontin, that the Board of Education authorize the administration to enter into a subrecipient agreement for the October 1, 2023, through September 30, 2024, fiscal year with Kalamazoo RESA for evaluation services for a cost not to exceed \$50,000.00, as presented.

Voting yes: Theresa Saunders, Mary Jane Tramontin, Diane Hockett, Steve Olsen.

Voting no: None.

Motion carried.

NEW BUSINESS – Emdin Support Services, LLC Contract: Director of Instruction Jennifer Banks described the role that the contractor would play at upcoming Tri-County Culturally Responsive Mathematics Institute events.

Motion by Steve Olsen, seconded by Theresa Saunders, that the Board of Education authorize the administration to contract with Emdin Support Services, LLC. to provide services for the Tri-County Culturally Responsive Mathematics Institute events for a cost not to exceed \$47,500.00, as presented.

Voting yes: Diane Hockett, Steve Olsen, Mary Jane Tramontin, Theresa Saunders.

Voting no: None.

Motion carried.

NEW BUSINESS – Milner Consulting Group Contract: Director of Instruction Jennifer Banks described the role that the contractor would play at the upcoming Tri-County Culturally Responsive Mathematics Institute Spring Leadership Conference.

Motion by Theresa Saunders, seconded by Mary Jane Tramontin, that the Board of Education authorize the administration to contract with Milner Consulting Group to provide services for the Tri-County Culturally Responsive Mathematics Institute Spring Leadership Conference for a cost not to exceed \$26,000.00, as presented.

Voting yes: Theresa Saunders, Mary Jane Tramontin, Steve Olsen, Diane Hockett.

Voting no: None.

Motion carried.

NEW BUSINESS – Lincoln Consolidated Schools Contract for Services: Director of Instruction Jennifer Banks emphasized the necessity of this contract, explaining that the Newcomer Student, Family & School Supports Coordinator at Washtenaw ISD, Puja Mullins, previously worked at Lincoln Consolidated Schools (LCS). Despite transitioning to her role at Washtenaw ISD, Mullins continues to offer support to the LCS. By formalizing this arrangement, the contract will facilitate compensation to Washtenaw ISD for their shared resource.

Motion by Mary Jane Tramontin, seconded by Theresa Saunders, that the Board of Education authorize the administration to approve a contract with Lincoln Consolidated Schools for reimbursement of the Coordinator of English Learner Supports for a cost not to exceed \$58,127.00, as presented.

Voting yes: Steve Olsen, Diane Hockett, Theresa Saunders, Mary Jane Tramontin.

Voting no: None.

Motion carried.

NEW BUSINESS – Authorization of Closed Session: The Board of Education requested a closed session under Sections 1(f) of the Open Meetings Act as the individual at issue has requested the session be closed.

Motion by Steve Olsen, seconded by Theresa Saunders, that the Board of Education authorize a closed session under Section 1(f), as the individual at issue has requested the session be closed, as presented.

Voting yes: Mary Jane Tramontin, Steve Olsen, Diane Hockett, Theresa Saunders.

Voting no: None.

Motion carried.

RECESS TO CLOSED SESSION

The Board went into recess for closed session at 6:16 p.m. pursuant to Section 1(f) – as the individual at issue has requested the session be closed.

RECONVENE TO OPEN SESSION

The Board reconvened to open session at 6:55 p.m.

Motion by Mary Jane Tramontin, seconded by Theresa Saunders, that the Board of Education, after review of relevant policies, approve the individual represented in case number 2024-003, as discussed in closed session, for hire.

Voting yes: Mary Jane Tramontin, Steve Olsen, Diane Hockett, Theresa Saunders.

Voting no: None.

Motion carried.

OTHER ITEMS OF BUSINESS: There were no other items of business.

BOARD OF EDUCATION REPORTS: Trustee Steve Olsen spoke about the following:

- The WISD Washtenaw Association of School Boards (WASB) Annual Budget Presentation that took place on April 18, 2024.
- The upcoming WASB Professional Learning Session on April 25, 2024.

ADMINISTRATIVE REPORTS – Superintendent’s Report:

Deputy Superintendent Cherie Vannatter spoke about the following:

- The Local Wellness Policy Tri-Annual Assessment. Deputy Superintendent Vannatter shared the strategies and results of the Local Wellness Policy Tri-annual Assessment. She discussed strategies aimed at enhancing wellness, educational objectives, physical activity initiatives, and nutritional standards within the food services. This assessment serves as the basis for developing new strategies every three years.

Superintendent Naomi Norman spoke about the following:

- Attending the ASU + GSV Conference and AIR Show provided an excellent opportunity for networking, learning about Artificial Intelligence in the educational sector, and gaining inspiration from keynote speakers, most notably Ruby Bridges.
- The Washtenaw Superintendents Association (WSA) Joint Chiefs Meeting on April 12, 2024, was a moving and educational experience as the School Resource Officer from Oxford High School shared school safety lessons from the fateful day that four students lost their lives.
- Toyota visited the Washtenaw ISD TLC Building to film for their Driving Possibilities initiative. During the visit, executive staff from WISD were interviewed.
- The Senate Budget came out. Superintendent Norman shared that she is getting much more involved than originally anticipated and meeting at the state level to be part of these discussions.
- Washtenaw ISD VI Accessible Media Specialist for Blind and Visually Impaired, Becky Starick created a story walk with Braille pages, so the story walk is accessible to blind and visually impaired students. Lori Degman, the author of the story walk book “Just Read!” caught wind of this installation and visited High Point to see it for herself.

ADJOURNMENT

The meeting was adjourned at 7:43 p.m.

Respectfully submitted,

Theresa Saunders, Secretary
Washtenaw ISD Board of Education

TO: Naomi Norman, Superintendent; WISD Board of Education

FROM: Jamall Bufford, Washtenaw My Brother's Keeper Supervisor

DATE: March 18th, 2024

RE: New Hire Recommendation – Washtenaw My Brother's Keeper Project Assistant

I would like to recommend Deshawn Leeth for employment as a Washtenaw My Brother's Keeper Project Assistant. Deshawn Leeth is working on his bachelor's in social work at Washtenaw Community College and has most recently been employed as youth connect worker for Washtenaw County Sheriff's Office.

If approved by the Board, Deshawn Leeth's salary will be \$47,544 (Grade 4 - 210, Step 2). All other fringe benefits will be set forth in the Non-Affiliated contract.

Deshawn Leeth

Dedicated and eager to help young people reach their full potential through positive and effective support. Compassionate and encouraging with 7 years of experience working with youth of all ages.

EXPERIENCE

UnderDawg Nation — Executive Director & Founder

WASHTENAW COUNTY, MI | AUGUST 2021 - PRESENT

- ❑ Nonprofit dedicated to helping at-risk youth in minority communities achieve their goals and avoid the criminal system.
- ❑ Created mentoring and tutoring programs for youth
- ❑ Organize safe space community events to raise awareness against gun violence and bring resources to youth & families
- ❑ Manage board members, fundraising, and community partnerships

Debt Free Justice Campaign — Transformative Justice Fellow

NATIONWIDE | FEB 2023 - PRESENT

- ❑ Selected as 1 of 6 fellows nationwide to raise awareness and conduct research about the impact of juvenile fines and fees
- ❑ Presented policy recommendations to Office of Juvenile Justice and Delinquency Prevention (OJJDP) administrator Liz Ryan in D.C.
- ❑ Partnered with Kansas-based nonprofit Destination Innovation to promote youth empowerment and advocacy

Washtenaw County Sheriff's Office — Youth Connect Outreach Worker

WASHTENAW COUNTY, MI | FEB 2023 - PRESENT

- ❑ Facilitate youth programs inside the Juvenile Detention Center
- ❑ Mentor youth impacted by juvenile justice system
- ❑ Build healthy relationship with youth and Law Enforcement
- ❑ Advocate for fair Juvenile Justice Reform

A Brighter Way — Community Engagement Specialist

YPSILANTI, MI | NOV 2022 - MAY 2023

- ❑ Provide intake and mentorship for community members returning home from incarceration
- ❑ Plan events to introduce A Brighter Way to the Ypsilanti community
- ❑ Create & manage social media content, connect with supporters online

Peace Neighborhood Center — Youth Program Assistant

ANN ARBOR, MI | JULY 2021 - OCT 2022

- ❑ Assist Child & Youth Services Specialist in planning program activities for children & families impacted by economic and social problems
- ❑ Track kids' accomplishments, efforts, long-term and short-term goals

EDUCATION & CERTIFICATIONS

Eastern Michigan University — Ypsilanti, MI
Restorative Practices & Circles Certificate

SKILLS

Decision Making

Mentoring youth

Event Planning

Organizing & Coalition Building

Willingness to learn

Public Relations

Conflict Resolution

Team Player

AWARDS & RECOGNITION

Forbes 30 Under 30 Youth Summit

Invited to represent

UnderDawgNation and network

with community leaders in Detroit

Exceptional Community Member

Featured in [Groundcover News](#)

special edition magazine for

contributions to Washtenaw County

PUBLIC SPEAKING ENGAGEMENTS

Stanford University

Panelist for event *Global*

Mission to Inspire Youth,

introducing the work of

UnderDawg Nation to 70+

Stanford students

Thurston High School

Invited to share my story with

youth, sharing motivation to

overcome obstacles

Washtenaw Community College — Ypsilanti, MI
Associate's General Studies + Social Work

Jan 2024 - PRESENT

TO: Naomi Norman, Superintendent; WISD Board of Education

FROM: Chandra Dumas

DATE: April 10, 2024

RE: New Hire Recommendation - (Teacher of Students with Cognitive Impairments)

I would like to recommend Kimberly McLouth for employment as a Teacher of Students Cognitive Impaired.

Kimberly received her bachelor's degree from Central Michigan University and a Cognitive Impairment endorsement from Grand Valley State University and has been most recently been employed as a teacher of students with moderate cognitive impairment.

If approved by the board, Kimberly McLouth's salary will be \$67,401 BA Step 10. All other fringe benefits will be set forth in the Unit II contract.

Kimberly A McLouth

Objective To be the lead teacher and teach for students with moderate cognitive impairment

Experience

Doris Klaussen Developmental Center-CISD

Battle Creek

Out Program - Battle Creek Central High School

2019-present

Teacher - MoCI

- Plan and implement all aspects of programming and instruction for students based on their individual and educational needs.
- Evaluate student performance using formal and informal assessment activities.
- Determine specific student needs and develop IEPs with parents and other personnel.
- Plan and carryout classroom activities, community-based instruction and other related educational experiences.
- Establish and maintain appropriate records, reports and procedures including, but not limited to, lesson plans, behavioral data and student progress on IEP goals/objectives.
- Provide direction and information to the teacher assistant(s).
- Conduct parent/teacher conferences.
- Use various software packages for communication and documentation purposes.

Doris Klaussen Developmental Center-CISD

Battle Creek

Teacher Assistant

2014-2019

Assist the classroom teacher with implementation of each student's Individual Education Program involving development and implementation of instruction, behavioral strategies including using the positive behavioral intervention and support.

- Carry out instructional support and training activities with students under the direction of the teacher
- Assist with classroom management including the use of CPI
- Assist in the preparation of instructional materials for teaching
- Fill out daily behavior tracking form for each student

Doris Klaussen-EDUStaff, LLC

Battle Creek

Substitute Teacher

2013-2014

Support the lead teacher and students in the classroom with preparing material, instruction, behavioral support, and supervising students throughout the day.

- Support the teacher with instruction and help where needed
- Assist with maintaining classroom organization (supplies, materials, other).

- Assist instructional staff in the supervision of students while loading and unloading of students on the buses, in gym and on the playground

Lakeview School District

Lakeview, MI

Lunch Supervisor

2011-2013

Provide assistance for children during the lunch program. Supervisor children to insure a positive safe environment for children to eat and enjoy recess time

Lakeview School District (Minges Brook Elementary)

Lakeview, MI

Paraeducator (Math)

2011-2012

Teach students in small groups and one on one in the area of Math.

Kimberly A McLouth

Education

Grand Valley State University

Special Education - Cognitive Impairment Endorsement

Grand Rapids, MI

2020

Western Michigan University

Accounting /Special Education-Cognitive Impairment Classes

Kalamazoo, MI

2018

Central Michigan University, BME

Bachelor of Music Education

Mount Pleasant, MI

1994

TO: Naomi Norman, Superintendent; WISD Board of Education

FROM: Jennifer Parrelly, High Point Principal

DATE: April 18, 2024

SUBJECT: New Hire Memo- SCI TA

I would like to recommend Lisa Lewandowski for employment as a Teaching Assistant in room 33 at High Point. Lisa received a Bachelor of Liberal Arts degree from Columbia College in Chicago. Lisa is currently employed as a substitute TA at Edu Staff. If approved by the Board, Lisa's salary will be \$33,732, step three (3). All other fringe benefits are set forth in unit one (1) contract.

CC: Cassandra Harmon-Higgins, Executive Director of Human Resources and Legal Services
Deborah Hester-Washington, Executive Director of Special Education

Lisa Lewandowski

Excellent written and verbal communication skills. Highly motivated, self-learner, and technically inquisitive. Versatile business professional with a diverse background with a passion for prioritizing deliverables. Outgoing. Articulate with strong attention to quality, detail, finance, and strategy. Growth mindset. Excellent Interpersonal skills and emotional intelligence. Experienced Software Instructor and trainer. Solid technical skillset. Adjunct. Multiple programming languages. Knowledge of Core Java and JavaScript. Experience in programming language Java and understanding of the software development lifecycle. Knowledge of data visualization tools.

PROFESSIONAL EXPERIENCE:

Cognizant, Senior Process Executive, Digital Business Ops., Remote (September 2022 – August 2023)

Autonomous Vehicle Triage Tier 3 Analyst- Web Viz, Heathrow, Google Suite

- Identify failure modes, categorize severity, and root cause problems.
- Document and track software bugs through to resolution.
- Started at ten events per day and worked up to 60+ events per day.
- Assist with regulatory reporting requirements for disengagements.

SkillStorm, Data Engineer, online (June 2022 – July 2022)

- Five weeks of Data Engineer Appian training data cleansing and data management using Python libraries.
- Data Analytics knowledge, including data visualization and database tools.
- Ingest and manipulate data utilizing a variety of methods including Python, NumPy, Pandas, Matplotlib, SQL, and MongoDB.
- Some experience with AWS container services. Operational processes and their interactions relative to cloud storage.

Software Instructor, Henry Ford College, Dearborn, Michigan (August 2011 – November 2021)

Software Instructor, Jackson College, Jackson, Michigan (October 2014 – May 2016)

Software Instructor, Art Institutes of Michigan, Novi, Michigan (April 2012 – February 2016).

- Learned, Taught, and mastered numerous software applications.
- Gained valuable leadership skills from course instruction to students.

Software Instructor, CCS: Continuing Education, Detroit, Michigan (June 2012 – August 2013)

Assistant to the Dean, Office of the School of Fine and Performing Arts

Columbia College, Chicago, Illinois (June 2007 – October 2007)

- Collaborate with diverse leadership fostering transparency, and trust, and resolving challenges respectfully.
- Oversaw and engaged with recruitment, evaluating compensation and job classifications, and collaborating for the completion of HR administrative tasks
- Partnered with the HR team and other colleagues to streamline the onboarding and offboarding processes for both faculty and staff.
- Processed lecturer appointments, considering factors such as workload and salary, and observing the LEO contract.
- Collaborated with fellow team members to ensure cross-training and coverage during vacations, sick leaves, or busier periods throughout the year.
- Experience interpreting and implementing HR procedures. regarding tenure in demanding environments.
- Achieved results including motivating self and others by having a solutions-oriented approach to work.
- Proven ability to work independently and maintain composure while collaborating in a team environment.
- Issued contracts and managed faculty, lecturers, and Staff budget lines.
- Planned annual deadlines.
- Managed staff to purchase supplies, managed reimbursements, prioritized mail, drafted documents, and filed.

Assistant to the Vice President of Administration, Planning and Research
Columbia College, Chicago, Illinois (February 2007 – June 2007)

- Verified budgets by checking for correct benefit and salary data.
- Managed advertising campaign for E-mail and portal.
- Event Planning.
- Managed advertising for campaigns.
- Assisted with budget preparation for college center budget meetings.
- Proofread and Drafted documents for Board members.
- Reorganized internal office files.

Assistant to the Dean, Office of the School of Fine and Performing Arts
Columbia College, Chicago, Illinois (May 2005 – February 2007)

- Strategically Managed and Oversaw multiple projects simultaneously:
 - School Budgets totaling just over \$26 million: Eleven areas.
 - Posting Staff and Faculty contracts, and searches.
 - Office Staff; Tenure process; Events.
 - Special Projects as assigned, i.e.: River East Arts Center Gallery.
 - Proofread and drafted documentation.
- Met with potential college donors.
- Served as point of contact for 8 Chairs, 145 Faculty, and 125 Staff.
 - Managed advertising, employee contracts, personnel reviews, and leaves.
 - Supervised requests for curriculum, space, budget, tenure, course evals., scholars, etc.
- Served on curriculum and dean's committee tracking minutes and action items.
- Prepared Confidential Documents.
- International schools program team member with visits to Italy and Austria.
- Documented school program sites: Florence, Italy, Toscana, Italy; Salzburg, Austria.
- Experienced in a higher education environment.
- Experience in facilitation and training including the ability to present at all levels.
- Managed Calendars.
- Arranged Travel Reservations.
- Collaboratively worked with the dean providing operational support
- Assisted the Office of Academic Initiatives & International Programs; APSI.
- Supervised and hired support staff.

Assistant to the Program Director, Early Childhood Education Program
Columbia College, Chicago, Illinois (February 2003 – May 2005)

- Initiated Partners in the Arts Staff Showcase
Resulting in an annual grant program in collaboration with Human Resources to recognize staff inclusively.
- Chaired committee creating the first Staff Showcase: Columbia College Partners in the Arts
- Commanded database queries and Input
- Maintained office, records, electronic files, supplies, furniture, computers, and photocopy issues.
- Responsible for computer processes, software- Oasis, Fat Client, Cognos, Peoplesoft, Access
- Coordinated communication: print materials, mailings, guest lists, and email announcements.
- Student Forums, Workshops, ECE New Student Orientations, Mayfest/Manifest, Senior critiques
- Website maintenance: Program text.
- Managed construction and installation from 250 to 1,200 cubic feet of staging systems for the student body.
- Collaborated with adjunct faculty, consultants, and college-wide administrative departments.
- Supervised and hired student work staff.
- Wrote and distributed the initial newsletter and initiated departmental student forum meetings.

***Administrative Office Assistant Career Center for Arts and Media
Columbia College, Chicago, Illinois***

(September 2001- February 2003)

- Acted as liaison between students and counselors for the employment center with 30% growth first year.
- Greeted Student Employment and Career Center inquiries.
- Provided information regarding college departmental services.
- Facilitated workflow of incoming employment postings from outside vendors.

Intern, Marketing, Research & Annual Programs Office

Art Institute of Chicago – Chicago, IL

(May 2002-September 2002)

- Executed marketing and research projects in an art institute environment. Reviewed family programs, auxiliaries, societies, and boards' benefits. Wrote summaries for internal and external reports and museum visitor reports. Coded and input survey data from visitor surveys and statistical summary data reports. Researched and developed membership promotions. Reported to both Director of Research and Director of Membership. Multiple direct mail campaigns, member cultivation efforts, and volunteer recognition programs.
- Wrote and designed volunteer marketing program training manuals, member guides, brochures, and tote bags by meeting with the graphic design team to communicate goals.

Bookkeeper

Auto-Excel Collision, Farmington, Michigan

(October 1991-April 1993)

- Increased business by \$15K/mo. To \$250 K/mo. Over 1.5 years
- Income and Balance Statement generation; Daily books; Receivables, Payables.
- Communicated effectively with vendors: Insurance companies, and auto rental agencies.

PROFESSIONAL SERVICE:

The Columbia College Faculty Organization, elected alternates for the 2007-2008 academic year.
Co-Chair Committee for Staff Showcase 2005-2006 academic year.

EDUCATION:

Certificate, Full-Stack Coding, Java Tech Elevator, NLR

(October 2021 – February 2022)

Master of Fine Arts, Interdisciplinary Arts

(August 2006- May 2008)

Columbia College Chicago, Chicago, Illinois

Bachelor of Arts, Liberal Arts

(August 1997- October 1999)

Columbia College Chicago, Chicago, Illinois

Associate of Arts, Textile Composition, Drawing, and Design

(August 1984- June 1993)

Henry Ford Community College, Dearborn, Michigan

Student-at-large:

College for Creative Studies, (Tile making, Maya 3D Animation) Detroit, MI. (1996-2010)

Wayne State University, Detroit, MI. (1994-1997)

Mary Dee Reynolds (Voice Training,) Chicago, IL. (2004-2005)

Lillian Czan (Sewing and Dressmaking) Farmington, MI. (1995–1997)

SKILLS:

Cognos Impromptu, Jenzabar CX, ACT, Access, Microsoft Excel, PowerPoint, Microsoft Word, Microsoft Outlook, Raiser's Edge, QuickBooks, Blackboard, Canvas, Adobe Software suite, Jupyter, Mongo DB, Git, Hibernate, NumPy, Pandas, Matplotlib, Google Suite, JavaScript, Java, C#, HTML, XHTML, CSS, Python, Spring Boot, PostgreSQL, Vue.js, IntelliJ, Unit JSON, Bootstrap, Slack, Canvas, Really Simple Syndication (RSS), Maven, After Effects, Final Cut Pro, Compressor, Director, Toonz, Pro Tools, Finale, Nuendo

ADDITIONAL SKILLS

- CPI (Crisis Prevention Institute 2018)
- CPR (2018)

LANGUAGES:

English, Basic Spanish, Basic Italian, Polite Arabic, Polite Polish.

TEACHING EXPERIENCE:***Teaching Assistant***, Autism Spectrum Disorder

Ann Arbor Public Schools,

(September 2016 - 2019)

- Autism spectrum disorder classroom teaching assistant (3rd / 5th grades) Burns Park Elementary
Managed ASD students with classroom, and social settings, achieving confidence and integration with a larger community.
- General education classroom teaching assistant (1st / 2nd grades) Burns Park Elementary

Master Adjunct, Jackson College

(January 2014 - 2016)

3D Modeling (CIS 271)

- 3D Animation (CIS 173)

Adjunct Instructor – The Art Institutes of Michigan,

(April 2012-Mach 2013)

- 2D Animation Studio (MAA 454)
- 2D Animation with Digital Media (MAA 344)
- Digital Ink and Paint (MAAB234)
- Background and Character Design (GAD 233)
- 2D Animation Principles (MAA 224)
- Storyboarding and Animatics (MAA 222)
- Storyboarding for Animation (MAA 221)
 - Storyboard Pro 4.2
- Intro to 3D Modeling (MAA 217)
- Summer studio program
- Acting and Movement for Animators (MAA B204)
- Character and Object Design (MAA B202)
- Life Drawing & Gesture (MAA B102)
- Drawing for Animation (MAA 123)
- Principles of 2D Animation (MAAB111)
- Toon Boom Harmony, Stop motion, and Traditional 2D
- Fashion with Animation (Co-taught)

Adjunct Instructor – Henry Ford Community College (August 2011-November 2021)

- Referred students experiencing academic or personal difficulty to the appropriate resources and follow up on those referrals.
- Communicated with faculty to support student success.
- Advised students on individual academic goals that met graduation requirements.
- Advise Honors Art History
- 3D Animation (Art 209)
- History of Graphic Design (Art 130)
- Basics of Animation (ART255)

Instructor – College for Creative Studies (June 2011 – May 2013)

- After Effects Motion Graphics
- Flash
- Photoshop
- Cartooning
- Animation
- After -Effects
- Digital Media
- Fashion Construction
-

Substitute Teacher – PESG, LLC., (September 2010 – Present)

Districts: Hamtramck; Dearborn; Melvindale; Trenton, Detroit Public Schools, Westwood, Grosse Isle

Instruct:

- Language Arts
- Math
- Science
- K-12
- Social Studies
- GED; PRE GED
- Special ED (CI, EI)

Instructor Costume Design - Lifton Institute for Media Skills, (March 2010- July 2011)

Instructor:

- Film Wardrobe Department functions.
- Film Script Breakdown
- Script Scene breakdowns, Character breakdowns
- Costume Designing
- Budgeting for Wardrobe
- Working on Set Film or Theater
- Continuity
- Working intra-department
- Mentor, Encourage, and Build trust between students

AVID Tutor – Steinmetz Academic Centre, (October 2009 – January 2010)

- AVID Method (Advancement Via Individual Determination)
- Guide High School Freshmen and Sophomores to academic and personal success.
- Mentor, Encourage, and Build trust between groups
- Teambuilding
 - Biology, Algebra, Geometry

Teaching Assistant, Television Department

(January 2007-May 2007)

- Avid Editing Suite
- Editing II (2007-2008)
- Lectured on the aesthetics of editing for television and effective career planning.

Prepared Syllabi

- “How to Use Text as an Impetus for Art Making”
- “The Meaning and History of Outsider Art”
- Performance Improv using video.”
- World History
- U.S. History
- Geography
- Animation Basics
- History of Graphic Design

PROFESSIONAL DEVELOPMENT*Udemy*

Being Strategic: Thinking and Acting with Impact,

(November 2022)

Intro to Programming, Certificate,

(May 2023)

Jackson College,

(September 2019)

- Master Adjunct Training Completion

3 Day The Big Picture with- Felica Forte

(April 2016)

- Alla prima portraiture in oils using abstraction to increase accuracy

Art Institutes of Michigan – Novi

- Copyright (2013, 2014)
- Building Classroom Community: Icebreakers for a Purpose (2013)
- Establishing an Interpersonal Presence in the Classroom (2013)
- Teaching Philosophy (2013)
- College Connection Series (2013)
-

Henry Ford Community College Center for Teaching Excellence & Innovation

- Rubrics (2013)
- How Am I Teaching? (2012)
 - Evaluate teaching performance in the classroom.
 - Design and create critical input experiences to use in the classroom.
 - Use Marzano’s framework to help students actively process information.
- Every Student Interaction Counts (Esic) (2011)
 - Cycles of performance
 - Belief models
 - Six emotional needs
- OnCourse Teaching Strategies Workshop (2011)
 - Learner-centered structures and strategies

College for Creative Studies

- Maya 2009

Feltre School for Grammar and Writing

- Grammar 2008, 2007

Columbia College Chicago

Teacher Academy, Television Department

- Culture Race & Media with Beau Beaudoin (2009)
 - Discussion of proper teaching methods and expectations in teaching higher education
 - Practice the ORID method of Teaching.
- Focus on Cultural Diversity in Media
- Media Ethics and Research Course

Flash For Websites (2009)

Edward Tufte, Beautiful Evidence (2006)

Final Cut Pro (2006)

I-Chat (2006)

Garage Band (2006)

Dreamweaver Camp (2005)

Guava Writing Workshop (2004)

PROFESSIONAL EXPERIENCE ARTS**Strictly-FX Entertainment, Animation Ink and Paint Department, Chicago, IL** (August 1999–February 2000)

Reviewed consistencies in drawings, and scanned drawings at proper dpi settings. Executed ink and paint of scanned drawings. Participated in creative brainstorming meetings.

Costume Designer Chicago, IL and Detroit, MI (February 1997–July 2010)

Specific Venues available upon request:

Low budget Films, Independent Films, Goodman Theater; Victory Gardens Theater

Managed budgets and receipts. Converted script to visual image design. Coordinated schedules.

Prioritized tasks to meet deadlines. Presented and explained concept ideas.

Evaluated, prepared, and worked successfully within budget allocations.

Costume Shop, Theater Department, Columbia College, Chicago, IL (September 1997-February 1999)

Sew costumes from patterns. Draft patterns. Check out rental costumes.

Costume Shop Assistant to the Costume Mistress, Detroit Opera House, Detroit, MI (April 1997-August 1997)

Sew costumes from patterns. Unpack Costumes form San Francisco. Mend Costumes.

Alterations for Costumes. Measure Principals and Cast.

ARTISTIC PRODUCTION**Strictly-FX Entertainment, Animation Ink & Paint Department -** (1999 - 2000)

- Ink and paint of scanned drawings
- Assured consistencies in drawings,
- Scanned drawings at proper dpi settings
- Laser animation digitizer
- Brainstorming meetings
- “Buddy” for the Chicago Blackhawks
- - Animation Ink and Paint Department

Film

- “Warflowers” (2010) – 1864 Civil War Feature film, **Lifton Productions**, Detroit, MI, *Costume Designer*
Link to video trailer: <http://www.youtube.com/watch?v=qtk55BLSJ0c> ""War Flowers" starring Christina Ricci, Jason Gedrick, Tom Berenger. Trailer." *YouTube*. YouTube, 14 Sept. 2010. Web. 1 Jan. 2014.
http://www.imdb.com/title/tt1688704/?ref=ttfc_fc_tt
- “Crushed” (1999) – Improvised digital film project, cast of Chicago improvisational actors from Annoyance, I.O., Second City - **Rage Productions**, Chicago, IL, *Costume Designer*
Starring Stephanie Weir, Bob Dassie, Joe Nunez
- “All of It” (1997) – feature-length independent film, cast and crew of NYU actors -, *Wardrobe Supervisor*

Performance

- “Feminine Comique” Showcase (2009) – The Lincoln Lodge, Chicago, IL - Self-produced, *stand-up actor, writer*
<http://www.youtube.com/watch?v=CSPwU0OYUew>
- “Voyeurism” (2009) – voice-over audio for Stephan DeSantis, Chicago, IL – *actor*
- “The Paths” (2007) - La Lumiere School’s Forest Grounds, La Porte, IN – Self-produced, *actor, writer, producer, editor*
- “Carol Owen” (2006) - Chicago, IL – Self-produced, *actor, producer, editor*
- “Electronic Input” (2006) – small-scale to large-scale performance incorporating puppetry Chicago, IL – Self-produced, *actor, producer, editor*
- “The Perfect Woman” (2006) - Lecture by character Sylvia Plath, with slide projection of arranged slides, Prop Theater Chicago, IL – Self-produced, *actor, editor*
- Wiley Spectacles (2001) Chicago, IL – Improvisational performance troupe

Video

- “I Know” (2008) – video component of “Dirty Joy” Exhibition art project regarding voyeurism – Self-produced, *Director, Producer, Editor*
- “Coffee & Dreams” (2007) – short, interview style, comprised of one woman’s thoughts on the opportunities she’d make, Detroit, MI - Self-produced, *writer, producer, editor*
- “Pietro” (2007) – short, interview style, Florence, Italy - Self-produced, *producer, editor*
- “Avowal” (2007) – short, comprised an admission or acknowledgment - Chicago, IL - Self-produced, *writer, producer, editor*
- “Static” (2006) – video performance piece using body parts, puppetry & and green screen to discuss the effects of discrimination – Self-produced, *Director, Actor, Producer, Editor*
- “Untitled” (2006) - Video component for “*I want to be a Female Poker Champion*” - Self-produced, *writer, producer, editor*
- “When did it turn?” (2006) - Video component for “*I want to be a Female Poker Champion*,” rear projection onto front projected image - Self-produced, *producer, editor*
- “Ella Likes” (2006) short, interview style, discusses desire and fear – Ann Arbor, MI - Self-produced, *writer, producer, editor*
- “Fish” (2005) – photojournalism project as fictional entertainment – Self-published, *writer, publisher, editor*
- “Deer Meat” (2005) – series of narrative drawings with character development – Self-published, *writer, publisher, editor*

Audio

- “Rusalka” (2006) – a modern interpretation of Polish folk-tale involving heady audio-editing – Self-produced

Journalism

- “I was Convinced One stick was Pink” (2009) Flat Journal - Chicago, IL - *Contributing writer*

Publications

- “Bureau of Dirt” (2008) brochure component of “*Dirty Joy*” Exhibition
- “FFFire in the House” (2004) Musical composition for cello, flute
- “Park a Rock Band” (1997) CD Back Cover Art for *Park a Rock Band*

Audio

- “Dirty Joy” (2008) – audio component of “*Dirty Joy*” exhibition, recorded and mixed at Audio Arts & Acoustics Columbia College, Chicago, IL - Self-produced, *director, editor*
- “Dirty Rotten” (2008) – audio component of “*Dirty Joy*” exhibition, recorded and mixed at Audio Arts & Acoustics Columbia College, Chicago, IL – Self-produced, writer, *director, editor*
- “Dirt” (2008) – audio component of “*Dirty Joy*” exhibition, recorded and mixed at Audio Arts & Acoustics Columbia College, Chicago, IL – Self-produced, *director, producer, editor*
- “Rusalka” (2007) – a modern interpretation of a Polish folk-tale – Self-produced, *director, editor*
- “Electronics” (2006) - audio component of “*Electronic Input*” performance, Chicago, IL– Self-produced, *director, actor, editor*
- “Gay Marriage” (2005) - recorded and mixed at Audio Arts & Acoustics of Columbia College, Chicago, IL – Self-produced, *actor, mixed down by Robert Zilligan*
- “Manners” (2005) - modern dance etiquette using colloquial email and text messages. Collaboration with Jessica Hannah, recorded at Experimental Sound Studio (ESS), Chicago, IL – Co-produced, *co-directed, co-acted, co-edited*
- “Lessons In Logic” (2005) - recorded at Experimental Sound Studio (ESS) Chicago, IL – Self-produced, *director, actor, editor, background music tracks supplied by Diane Derr*
- “I Am What I Am” (2005) - mixed at DJE Productions, Chicago, IL – Self-produced, *director, editor*
- “Madrid Crying” (2004) – political view on March 13 Chicago news front page, mixed at DJE Productions, Chicago, IL – Self-produced, *director, editor*
- “Lakeshore Drive”(2003) - Chicago, IL – Self-produced, *director, editor*

Theater

- “By the Bog of Cats” (2001) Mythical modern Irish setting - **Irish Repertory Theater**, *Costume Designer*
- “Bronzeville” (2001) – Multi-era Southside Chicago setting – **Pegasus Players**, *Design Assistant*
- “Henry Flamethrowa” (2001) – modern America setting – **Victory Gardens Theater**, *Design Assistant*
- “Hambone” (2001) – 1985 South Carolina setting – **Victory Gardens Theater**, *Design Assistant*
- “Man and Superman” (2001) 1890 America setting – **Remey Bumppo Productions**, *Wardrobe Supervisor*
- “Glamour House” (2001) – 1950 New York setting – **Victory Gardens Theater**, *Stitcher*
- “Jonathan Wild” (2000) – Stewart Flack original piece – **Victory Gardens Theater**, *Costume Designer*
 - Review: <http://centerstage.net/theatre/articles/jonathanwild.html>
- “The Shadow” (2000) – 1948 radio theme – **AKA Rachel Productions**, *Costume Designer*
 - Review: http://www.akarachel.com/theatre/theatre_shadow_pr.html
- “Three Days of Rain” (2000) – 1959 New York setting- **Frump Tucker Theater**, *Costume Designer*
- “Sundiata King of the Lion” (2000) – Africa - **Goodman Theater Youth Productions**, *Costume Designer*
- “The Shadow” (2000) – 1954 radio theme – **AKA Rachel Productions**, *Costume Designer*
- “And Neither Have I Wings to Fly” (2000) – 1951 Irish setting – **Fox Productions**, *Wardrobe Supervisor*
- “Zoon Suit” (2000) – American city setting – **Goodman Theater**, *Over hire Painter, Shoes*
- “A Christmas Carole” (2000) – Christmas production – **Victory Gardens Theater**, *Stitcher*
- “SUENO” (2000) – SPANISH SETTING – **COLUMBIA COLLEGE CHICAGO**, *STICHER*
- “The Mai” (2000) – 1980 Irish setting – **Irish Repertory Theater**, *Wardrobe & Quick Changes*
- “Buckets O’ Beckett” (2000) – fantasy setting – **Irish Repertory Theater**, *Wardrobe & Crew*
- “The History of Bowling” (2000) – project re-mounted – **Victory Gardens Theater**, *Design Assistant*
- “The History of Bowling” (1999) – access project – **Victory Gardens Theater**, *Design Assistant*

- “Fat Guys Dating” (1999) – Modern American setting – **Center Square Productions**, *Costume Designer*
- “The Fandom Menace” (1999) – Star Wars theme – **Improv. Olympics**, *Costume Designer*
- “Roundheads and Peakheads” (1999) – futuristic setting – **Columbia College**, *Costume Crew*
- “Rain, River, Ice, Steam” (1998) – **Victory Gardens Theater** – *Seamstress (Masking)*
- “The Sovereign State of Boogedy Boogedy” (1998) – **Victory Gardens Theater**, *Wig Stylist*
- “Aida” (1997) – Egyptian setting - **Michigan Opera Theater**, *Stitcher*

Exhibitions

- “Dirty Joy” (2008) - multi-discipline media installation, Chicago, IL
 - Interview: Paul Dihn, interviewed based on relevancy for the Culture Race and Gender class paper
- “I Want to Be a Female Poker Champion” (2006) - multi-discipline media installation, Chicago, IL
- “IMAGE Unit” (2006) - screening, Hot House, Chicago, IL
- “I mean C'mon fluff my pillow” (2005) Inns of Virginia, Richmond, VA
- “Art in the Library” (2005) - poetry, paint studies, Chicago, IL
- “Partners in the Arts” (2004) - drawings, audio, paint, Chicago, IL

TECHNICAL PROJECTS

Weather App.

- Designed and developed a real-time weather app and widget implementing Java, Vue.js, Postgres SQL, HTML, JavaScript, and CSS, using WeatherMap API, DAO pattern design, and persistent database.

Higher/Lower Game.

- Developed the application in C#. The player guesses a number and receives a response to guess lower or higher. The application is built with a command line code.

Virtual Stock Market.

- Designed and developed this real-time finance stock grading game using Java, Vue.js, Postgres SQL, HTML, JavaScript, CSS, Market Stack API, and a persistent database. The application uses an assortment of current stock price information where users can buy or sell within a customized, date-limited interval. Experienced using Agile/Scrum methodologies. Collaborated with stakeholders to define Operations process requirements. Created User stories, process flows, and documentation of outstanding issues. Gather feedback from departments and represent their needs in discussions.

Tenmo Reservation Application.

- Built the application in Java. Developed the application programming interface (API) on the client and server sides. Learned to use RESTful API server and command-line applications.

Vending Machine Application.

- Created the application in Java. The application displays a user screen. The vending machine accepts American currency, selects, and dispenses inventory items, and returns change in the smallest coin denomination. The application also maintains an inventory audit list output.

API Percentage Calculator.

- Built the application in Java. The application calculates two numbers and outputs a percentage difference.

TO: Naomi Norman, Superintendent; WISD Board of Education

FROM: Jennifer Parrelly, High Point Principal

DATE: April 12, 2024

SUBJECT: New Hire Memo- Flex Teacher

I would like to recommend Mary Eddy for employment as a Flex Teacher. Mary received her teaching certificate with a CI endorsement from EMU. Mary is currently employed as a substitute teacher through EduStaff. Mary retired from WISD in April of 2023. If approved by the Board, Mary's salary will be \$69,027, step eleven (11). All other fringe benefits are set forth in the unit two (2) contract.

CC: Cassandra Harmon-Higgins, Executive Director of Human Resources and Legal Services
Deborah Hester-Washington, Executive Director of Special Education

Mary Eddy



SKILLS

- Lesson Planning
- Discussion Facilitation
- Behavior Modeling
- Lesson Plan Implementation
- Positive Reinforcement
- Special Education

PROFESSIONAL SUMMARY

Seasoned Special Education professional with over a decade of experience at WISD-High Point School, adept in Lesson Planning and fostering positive relationships. Demonstrated success in implementing behavior management plans and utilizing technology to enhance student learning. Proven track record of creating inclusive environments and significantly improving student outcomes through innovative teaching strategies and positive reinforcement.

EXPERIENCE

December 2023 - Present

Substitute Teacher, Special Education

EduStaff, Grand Rapids, MI

- Managed classroom environment, helping students learn in absence of regular teachers.
- Followed existing lesson plans to provide consistent instruction to assigned students.
- Observed established classroom schedules to provide consistency for students.
- Created an inclusive atmosphere where every student felt valued and respected.
- Collaborated with other teachers, administrators and staff to provide quality education for students.
- Employed creative problem solving techniques when addressing challenging behaviors or issues that arise.
- Utilized technology and multimedia resources to enhance instruction.
- Utilized positive reinforcement techniques such as praise and rewards to motivate students.

October 2012 - February 2023

Special Education Teacher

WISD-High Point School, 1735 S Wagner Rd, MI

- Provided academic, behavioral, and social-emotional support for students in need.
- Utilized technology to supplement instruction and enhance student learning.
- Designed and implemented behavior management plans for students with challenging behaviors.
- Utilized a variety of teaching strategies to support the learning of diverse learners.
- Implemented positive behavior management techniques to foster an effective learning environment.

- Adapted curriculum content as needed based on individual student abilities.
- Collaborated with multidisciplinary teams to develop appropriate interventions and accommodations.
- Established and maintained cooperative working relationships with students, parents, and schools.
- Monitored the safety of all students within the classroom setting.
- Designed and implemented instructional programs and support services, allowing students to progress with IEPs.

August 1997 - August 2011

Paraprofessional

Milan Area Schools - Paddock Elementary, Milan, MI

- Demonstrated patience, compassion, and empathy in various situations.
- Developed and maintained positive relationships with students, promoting positive attitude toward learning.
- Provided positive and nurturing support while attending to students' physical, personal, and emotional needs.
- Worked one-on-one with students to reinforce learning of materials.
- Provided classroom support to teachers, including organizing materials, grading papers, and preparing instructional activities.
- Provided behavior management strategies in order to create an environment conducive to learning for all students.
- Utilized effective communication skills to collaborate with teachers, administrators, parents and staff.
- Assisted lead teachers in implementing daily lesson plans for students.

EDUCATION

April 2011

Bachelor of Science (B.S.) in Special Education/CI

Eastern Michigan University, Ypsilanti, MI, US

Awards & Honors

- Magna cum laude

CERTIFICATIONS

- Professional Teaching Certificate Renewal

REFERENCES

References available upon request

Washtenaw ISD Position Change / Upgrade Form

The supervisor of the position should complete and sign this form if you are anticipating an upgrade /reclassification, title/duties change and/or a salary/market increase for the position. Please note that the final decision on classification of the subject position will be made by the Executive Cabinet and the Superintendent.

Change Recommended

Please select all that apply

- Position change
- Salary Level /Wage
- Location
- FTE
- Bargaining Unit
- Work days
- Account Split
- Other

Employee Name:

Please enter the employee name, incumbent name, or "Vacant"

Department

Current Account 1

Current Account 1 Split

Current Account 2

Current Account 2 Split

Current Account 3

Current Account 3 Split

Current Account 4

Supervisor

Current Position Title

Recommended Position Title

Current Position Number

Recommended Position Number

Current Bargaining Unit

Recommended Bargaining Unit

Current Account 4 Split

Recommended Account 1

Recommended Account 1 Split

Recommended Account 2

Recommended Account 2 Split

Recommended Account 3

Recommended Account Split 3

Current Pay Rate/ Salary Level

Recommended Pay Rate/ Salary Level

Current FTE

Recommended FTE

Current Number of Work Days

Recommended Number of Work Days

Should the Current Position Remain?

- Remain
- Delete

Recommended Account 4

Recommended Account 4 Split

Current Location

Worksite/Desk Location

Recommended Location

Worksite/Desk Location

Rational for Position Change

Briefly explain how this position has changed, giving concrete examples of the changes

Effective Date

Date new duties were assigned or changes made

04/08/2024

List Positions/Employees Performing Similar Work

Do you know of/are you aware of any other positions or employees assigned/performing work similar to that of this position in its new description? If so, please list position titles or names of incumbents

n/a

Department Head Comments

Department Head

Edward J. Manuszak II

04/15/2024

Finance Approval

- Approve
- Adjust, See Comments

Finance Comments

Finance

SAP

04/24/2024

Human Resources Approval

- Approve
- Adjust, See Comments

Human Resources Comments

Human Resources / Executive Admin Review

CD Harmon-Higgins

04/23/2024

Superintendent Comments

Superintendent

Naomi Norman

04/24/2024

WASHTENAW INTERMEDIATE SCHOOL DISTRICT
Position Description

Job Title: Early Intervention Teacher Consultant for the Deaf and Hard of Hearing
Department: Early Childhood
Reports To: Assistant Director, Early Intervention Services
FLSA Status: Exempt
Prepared By: Michielle Pogliano
Assistant Director, Early Intervention Services
Prepared Date: April 8, 2024
Approved By: Cassandra D. Harmon-Higgins, Esq.
Executive Director of Human Resources and Legal Services
Approved Date: April 9, 2024

The WISD's Mission is to promote the continuous improvement of achievement for every student while providing high-quality service to our customers through leadership, innovation, and collaboration.

The WISD's Vision is to be a leader in empowering, facilitating, and delivering high-quality, boundary-spanning, educational system that educates all children through an equitable, inclusive, and holistic approach.

SUMMARY:

The Teacher Consultant evaluates, plans, and implements services for students who are deaf and hard of hearing within the education/community setting. The Teacher Consultant works with and instructs classroom staff, related services staff, and parents in the implementation of programming. This position may include some classroom teaching responsibilities (DHH classroom).

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Demonstrates a strong commitment to equity, social justice, and inclusion in all practices and position responsibilities.
- Demonstrates the ability to examine how his/her/their position (directly or indirectly) impacts educational inequities in student achievement outcomes.
- Engages in reflection and ongoing learning and development on critical concepts and terms identified in the Washtenaw ISD Educational Equity Policy including concepts such as cultural proficiency, racial equity, and systemic and structural inequities.
- Demonstrate operational knowledge of Internet and Web-related technologies.
- Demonstrates skills and comfort using the latest instructional online tools and technology.
- Provides Early Intervention Services utilizing a Primary Service Provider Model.
- Works as part of a multi-disciplinary evaluation team to determine eligibility for infants and toddlers.
- Serves as the Part C Service Coordinator for children on their caseload.
- Works collaboratively with parents and providers utilizing a transdisciplinary approach to gain an understanding of the infant or toddler's development.
- Observes, assesses, and provides services to infants and toddlers in the natural environment (home, community setting or childcare setting) to gain information and provide coaching based on child and family needs and priorities.
- Works collaboratively with parents and staff in developing Individual Family Service Plans and outcomes.
- Conducts periodic and annual reviews of Individualized Family Service Plans.
- Works collaboratively with parents and staff in adapting learning activities and tasks to meet each child's and family's individual needs.
- Maintains accurate case records and documentation meeting the requirements Part C of IDEA.
- Connects families and child care providers to recommended services.
- Documents, on a regular basis, children's progress using assessment tools; monitoring through

observations/evaluation and/or collecting data. Uses student progress data to improve instruction and service provision.

- Research resources and methods for the purpose of determining the appropriate evidence-based practices for addressing child needs as it relates to their hearing loss
- Provides materials and consultant services to the parents and Early On team so they may better understand and appreciate the nature and degree of hearing loss.
- Provides specialized instruction in areas where necessary.
- Provides the use of specialized auditory equipment where need is indicated. Supports, educates and monitors the use of specialized auditory equipment.
- Provides parents and Early On team with information to assist them in helping their child adjust to his/her hearing loss, helps secure annual otological and audiological evaluations and provides information regarding financial aid from public and private agencies.
- Attends and participates in IFSP and IEPT meetings for students as appropriate.
- Assists in evaluating supports for students.
- Collaborates with building administration, instructional staff, medical staff and other agencies to integrate students into the school and/or community, with emphasis on involving families, adapting curriculum, facilitating natural supports and focusing instruction on long-term outcomes.
- Collaborates with local school districts to ensure a smooth transition from Part C to Part B services as required under IDEA.
- Uses appropriate technologies to accomplish instructional objectives.
- Participates in building level activities, staff meetings, student/staff meetings, program meetings, in-service activities and other meetings as determined necessary.
- Participates in district level staff meetings, in-service activities, staff development/special programs, school improvement teams and planning committees as appropriate to the assignment.
- Performs billing functions for Medicaid reimbursement where applicable.
- Works cooperatively and communicates with District and constituent district staff, students and parents/guardians.
- Adheres to District health and safety rules, policies, and procedures.
- Supports WISD vision and mission to enhance achievement for all students.
- Supports a team-based approach to problem solving.
- Performs such other tasks as may from time to time be assigned by the supervisor.
- Demonstrate operational knowledge of Internet and Web-related technologies.
- Demonstrates skills and comfort using the latest instructional online tools and technology.
- Regular predictable attendance.
- Provides consultation to general education teachers who have students with disabilities in their classrooms. Activities may include preferential seating for students; explanation of extent of hearing loss and limitations of the students; functional tips on how to teach a child who lip-reads or has a hearing aid; suggestions to modification of curriculum/assignment (i.e., extra time to complete assignments).
- Develops, maintains and adapts instructional material.
- Maintains accurate attendance records and appropriate reports.
- **OTHER DUTIES MAY BE ASSIGNED.**

SUPERVISORY RESPONSIBILITIES:

N/A

QUALIFICATIONS:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Alternative requirements that may be appropriate and acceptable to the Board of Education may be considered. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE:

- Possession of a Master's degree with certification in one or more areas of special education, including SL-Deaf and Hard of Hearing required.
- Minimum of three years of satisfactory teaching experience, not less than two years of which was in teaching in a special education program.
- Ability to obtain teacher consultant approval from the State of Michigan required.
- Knowledge in the use of technology for communications and student instruction.
- Experience with computer instruction and technology preferred.
- Experience with consulting in a general education setting.
- Effective communication skills with D/HH students and families.
- Knowledge of deaf culture and the diverse needs of students with D/HH and their families.
- Extensive experience with and knowledge of behavior management principles.
- Extensive experience with and knowledge of curriculum adaptations.
- Knowledge of special equipment and its use for students with hearing loss.
- Demonstrated skills in parent consultation and working with diverse populations within the community.
- A philosophical position that is aligned with the WISD mission of support in the least restrictive environment.
- A record of collaborative teamwork.
- If required, ability to work in a virtual online instructional setting.
- Possesses the skills and desire to work in a collaborative team with others.
- Demonstrated knowledge and understanding of the teacher consultant's role in a team environment.
- Such alternatives to the above qualifications as the Board may find appropriate and in compliance with the law.
- Auditory/Oral experience is preferred.
- ASL knowledge or skills preferred.
- Experience in-bilingual/bicultural classrooms.
- Experience working in a virtual online instructional setting.

CERTIFICATES, LICENSES, REGISTRATIONS:

- Valid Michigan teacher's certificate with SL-Deaf and Hard of Hearing endorsement required.
- TC approval preferred.

LANGUAGE SKILLS:

- Ability to orient parents, school staff and administrators to the unique needs of students with hearing loss.
- Ability to design and implement educational programs appropriate for students with hearing loss.
- Ability to work with preschool, elementary and secondary students.
- Ability to explain and demonstrate appropriate teaching techniques.
- Ability to read, analyze and interpret information including periodicals and professional journals.
- Ability to effectively present information and respond to questions from groups of educators, students and the general public.
- Ability to write lesson plans, IEP's and other related correspondence.
- Ability to direct the activities of others to execute student IEP goals.

TECHNICAL SKILLS:

- Ability to integrate technology into the everyday workflow is necessary.
- Ability to utilize District technology and work to maintain proficiency, as required skill sets change with technology and/or the needs of the District.
- Ability to use computer technology for research, data management, communications and other instruction.
- Ability to use a personal computer (PC) or MAC in a networked environment to utilize the Internet and

other electronic communication mechanisms.

- Ability to use online instructional tools and technology.
- Knowledge of productivity applications such as Microsoft Office (word processing, spreadsheets, database and presentation software) is required.

MATHEMATICAL SKILLS:

- Ability to apply the concepts of basic math, algebra and geometry consistent with the duties of this position.

REASONING ABILITY:

- Highly proficient in subject areas of reasoning, problem solving, organizational dynamics and emotional intelligence.
- Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists.
- Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

INTERPERSONAL SKILLS:

- Ability to build rapport with others and to serve diverse publics.
- Ability to take initiative; work well with others as a collaborative team member and exhibit good communication skills.
- Ability to work effectively and collaboratively with other departments, agencies and individuals.
- Ability to work creatively and skillfully with students.
- Ability to demonstrate initiative and understanding in working with students, staff and parents/guardians.
- Ability to work in various environments including student's homes when appropriate.
- Ability to consult effectively with teachers, parents, administrator and other professionals.
- Flexibility in thinking and problem solving; open minded and respectful to varying views and philosophies.

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to stand; walk; use hands to finger, handle or feel objects, tools, or controls; reach with hands and arms; talk or hear; and taste or smell. The employee is occasionally required to sit and stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 50 pounds such as books and teaching material or when assisting in student interventions. Specific vision abilities required by this job include close vision, distant vision and the ability to adjust focus. The ability to travel to other buildings is required. The position requires the individual to sometimes work irregular or extended work hours and meet multiple demands from several people.

ENVIRONMENTAL ADAPTABILITY:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is quite to loud depending upon the activity in the particular part of the day. The employee is frequently required to interact with the public and other staff. The employee is directly responsible for the safety and well-being of students. The employee is exposed to infections at a greater risk than the average person. Occasionally the employee may be required to be outdoors for a short period of time, and therefore subject to varying weather conditions, for purposes of accomplishing the essential functions of this job.

FUNCTIONS OF POSITION DESCRIPTION:

This position description has been prepared to define the general duties of the position, provide examples of work and to detail the required knowledge, skills and ability as well as the acceptable experience and training for the position. The description is not intended to limit or modify the right of any supervisor to assign, direct and control the duties of employees under supervision. The WISD retains and reserves any and all rights to change, modify, amend, add to or delete from any portion of this description in its sole judgment.

This position description is not a contract for employment.

The WISD is an equal opportunity employer, in compliance with the Americans with Disabilities Act. The District will provide reasonable accommodations to qualified individuals with disabilities and encourages both prospective and current employees to discuss potential accommodations with the employer.

TERMS:

This position is subject to terms, conditions, and calendar of the Master Agreement between the District and Unit II AFT Local 3760. This is a Fiscal Year position and runs July -June. Starting salary ranging (dependent upon experience) from \$46,255 - \$99,821.

Washtenaw Intermediate School District is a drug-free workplace.

The employee shall remain free of any alcohol or nonprescribed controlled substance in the workplace throughout his/her employment in the district.

It is the policy and commitment of the Washtenaw Intermediate School District not to discriminate on the basis of race, color, religion, national origin, sex, disability, age, height, weight, familial status, marital status, genetic information, sexual orientation or any legally protected characteristic, in its educational programs, activities, admissions, or employment policies in accordance with Title IX of the 1972 Educational Amendments, executive order 11246 as amended, Section 504 of the Rehabilitation Act of 1973 and all other pertinent state and Federal regulations.

TO: Naomi Norman, Superintendent; WISD Board of Education

FROM: Cassandra Harmon-Higgins, Esq. Executive Director of Human Resources

DATE: May 14, 2024

RE: Retirement Notification

Attached please find Ms. Christine Teff retirement letter, effective August 31, 2024. Ms. Teff has been employed with the WISD since September 4, 2019, as a Teacher Consultant for our Countywide Behavior Team.

The Administration recommends that the Board accepts Ms. Teff's letter of retirement. We wish her well in her future endeavors.

CC: Cherie Vannatter, Deputy Superintendent
Brian Marcel, Associate Superintendent

Christine Teff

April 24, 2024

Julie Voelker

Progress Park/ABT Supervisor

Washtenaw Intermediate School District

1819 South Wagner Road

Ann Arbor, MI 48106

Dear Julie Voelker,

I am writing to notify you of my upcoming retirement. My last day at Washtenaw Intermediate School District will be August 31, 2024. My retirement effective date will be September 1, 2024.

I am deeply grateful for the opportunity to spend the last 5 years working with you, the WISD and the Academic and Behavior team. I learned a great deal from my collaboration on the ABT and I feel that my skills grew considerably during my time as a teacher consultant. It was a pleasure to be a part of the Academic and Behavior team as well as the Para Bootcamp Initiative.

Please let me know if there are any procedures or next steps I need to follow for the retirement process. I would like to offer my assistance in making the transition as smooth as possible. I welcome the opportunity for an exit interview. I will also be available to assist in a consultant capacity during my retirement, should there be any opportunities available.

Again, thank you for the opportunity to work with the Washtenaw Intermediate School District and the Progress park team. I wish you all the best in the years to come

Sincerely,

Christine Teff, ASD Teacher Consultant

TO: Naomi Norman, Superintendent; WISD Board of Education

FROM: Cassandra Harmon-Higgins, Esq. Executive Director of Human Resources

DATE: May 14, 2024

RE: Resignation Notification

Attached please find Ms. Ghufran Al-Sheemary's letter of resignation, effective April 26, 2024. Ms. Al-Sheemary has been employed with the WISD since November 5, 2018, as a Early Head Start Home Visitor.

The Administration recommends that the Board accepts Ms. Al-Sheemary's letter of resignation. We wish her well in her future endeavors.

CC: Cherie Vannatter, Deputy Superintendent
Brian Marcel, Associate Superintendent
File

DATE: April 30th, 2024

TO: Naomi Norman, Superintendent
Cassandra Harmon-Higgins, Executive Director of Human Resources
Edward Manuszak, Executive Director
Alicia Kruk, Associate Director

FROM: Ghufan Al-Sheemary
RE: Letter of Resignation

With a heavy heart, I am submitting my letter of resignation for my position within the Early Childhood Department.

[To the EC Department](#)

To all my dear colleagues, I apologize for the abrupt leave as I did not get a chance to greet you all with a genuine greeting. I thank all of you for our collaboration and I will dearly miss everyone, and I hope that we all continue to serve our children, students, and families. I would also like to thank Alicia Kruk for her continued support and supervision over the past 6 years.

[To Dr. Jennifer Banks, Director of Achievement Initiatives](#)

I need thank you for your advocacy in assisting with the contractual newcomer position. Jennifer, I can sincerely testify that walking into your meetings provided me with a sense of empowerment and eagerness to truly be of service to our student population. I don't know how else to explain it, but the fact that you verbalized and made me feel *worthy* of being an employee speaks to your confidence in your leadership. Thank you for making time in every meeting to make sure that we were not only heard; but provided and created the space for open truthful discussions, feedback, and listening to our perspectives without interruption. I have never been so inspired to want to work for a leader like you. The confidence that you exude in the room is admirable. I hope when the opportunity presents itself that one day and you are ready for the position, I hope to see you be the superintendent of the WISD. Jennifer, I thank you for simply giving me the opportunity to work in your department.

[To Naomi Norman, Superintendent of WISD](#)

I am grateful to have been of service to the organization and I would like to sincerely thank you for your guidance and leadership. Several years ago, you were interim Superintendent and have beautifully earned the position of superintendent of the organization. I hope to see your continued dedication to equity, inclusion, and social justice. I would like to thank the leadership's involvement (Cherie Vannatter included) presence in our meetings, listening to our needs, and attending our events. Thank you for embracing our challenges and presenting solutions to expansion within our Early Childhood Department. I admire you because you listen to multiple perspectives and have a proactive leadership style. I am confident that as you continue to grow in leadership, you will truly make a meaningful difference in the Washtenaw County community.

Respectfully Submitted,

Ghufan Al-Sheemary

4/30/24

TO: Naomi Norman, Superintendent; WISD Board of Education

FROM: Cassandra Harmon-Higgins, Esq. Executive Director of Human Resources

DATE: May 14, 2024

RE: Resignation Notification

Attached please find Ms. Kristina Collier's letter of resignation, effective June 30, 2024. Ms. Collier has been employed with the WISD since July 18, 2023, as a Teaching Consultant at WAVE.

The Administration recommends that the Board accepts Ms. Collier's letter of resignation. We wish her well in her future endeavors.

CC: Cherie Vannatter, Deputy Superintendent
Brian Marcel, Associate Superintendent
File

Dear Deborah,

I am writing to give my formal notice that I will be leaving my role as teacher consultant for the Washtenaw Intermediate School District, effective June 30, 2024.

During my time here, I have had the privilege of working alongside dedicated colleagues and witnessing the growth and development of our students. I have made this decision after careful consideration of personal and career goals; however, I will miss the camaraderie and the rewarding work we do here.

I am committed to ensuring a smooth transition during my remaining time here. Please let me know how I can assist in the process to help ensure minimal disruption.

Thank you once again for the opportunities afforded to me during my time at Washtenaw Intermediate School District.

Sincerely,

Kristina Collier

TO: Naomi Norman, Superintendent; WISD Board of Education

FROM: Cassandra Harmon-Higgins, Esq. Executive Director of Human Resources

DATE: May 14, 2024

RE: Resignation Notification

Attached please find Ms. Sandra Alfred's letter of resignation, effective April 18, 2024. Ms. Alfred has been employed with the WISD since August 21, 2023, as a Teaching Assistant at our Young Adult Red Oak Program.

The Administration recommends that the Board accepts Ms. Alfred's letter of resignation. We wish her well in her future endeavors.

CC: Cherie Vannatter, Deputy Superintendent
Brian Marcel, Associate Superintendent
File

Ms. Nichole Hubler
Human Resource
1819 S Wagner Road
Ann Arbor, MI.48106

LETTER OF RESIGNATION

Dear Ms. Hubler

This letter is to notify you of my voluntary resignation from my position as a Teacher Assistant at the Washtenaw Intermediate School District Ann Arbor Red Oak building.

This letter takes immediate effect.

Thank you for the personal and professional development that you provided me this past year that enabled me to carry out my work effectively.

I appreciate the opportunities given me and I wish everyone in the team success in the coming years.

Thank you again for the opportunity and if given the chance I will choose WISD over again.

I wish you and Washtenaw Intermediate School District all the best in the future.

Yours sincerely,

Sandra Alfred.

TO: Naomi Norman, Superintendent; WISD Board of Education

FROM: Cassandra Harmon-Higgins, Esq. Executive Director of Human Resources

DATE: May 14, 2024

RE: Layoff Notification

Effective June 30, 2024, Radu Iacoban will be laid off from his 0.5FTE position as WEOC Finance Manager due to the position being eliminated. He will remain as 0.5FTE Finance Manager for Washtenaw Technical Middle College (WTMC)/PSA's.

Enclosure

CC: Cherie Vannatter, Deputy Superintendent
Brian Marcel, Associate Superintendent
File



Via email¹ and first-class mail

April 30, 2024

Rado Iacoban
30075 Curtis Road
Livonia, Michigan 48152

Re: *Layoff – WEOC Finance Manager Position (0.5 FTE)*
Effective: June 30, 2024

Mr. Iacoban:

Please consider this follow-up communication that you are being laid off from your position as the WEOC Finance Manager (0.5 FTE) with the Washtenaw Intermediate School District (“WISD”) effective the end of the 2023/2024 fiscal year, June 30, 2024. As of July 1, 2024, the position will no longer exist. Your position with the Washtenaw Technical Middle College (WTMC)/PSAs as Finance Manager (0.5 FTE) will remain as is, at 0.5 FTE. The layoff is due to the restructuring planned at WEOC for the 2024-25 fiscal year; unfortunately, there isn’t a vacant position within the Business Department for reassignment. I encourage you to monitor the District’s website for any/all openings that you may be qualified for.

The reduction in FTE will affect all benefits you are enrolled in through the WISD. Any premium contributions you are currently responsible for will change effective July 1, 2024. For specifics regarding those changes, please contact Rachel Antosh, Benefits Specialist, in the Business Department at rantosh@washtenawisd.org or (734) 994-8100 ext. 1400.

Thank you for your continued contributions. Upon review, feel free to contact me if you have any questions.

Sincerely,
CD Harmon-Higgins

Cassandra D. Harmon-Higgins
Executive Director, Human Resources and Legal Services

cc: Naomi Norman, Superintendent
 Cherie Vannatter, Deputy Superintendent
 Brian Marcel, Associate Superintendent
 David Dugger, WEOC Director
 Monique Uzelac, WEOC Director
 Personnel File

¹ riacoban@washtenawisd.org

DATE: May 7, 2024

TO: Naomi Norman, Superintendent; WISD Board of Education

FROM: Sarah Hierman, Grants & Special Projects Coordinator

SUBJECT: CMHPSM Substance Use Prevention Grant

The administration recommends that the WISD Board of Education approve the submission of a Substance Use Prevention Block Grant to the Community Mental Health Partnership of Southeast Michigan (CMHPSM) in the amount of \$108,236.

The requested grant is the second stage in a newer partnership with CMHPSM that has been formed to identify opportunities to provide substance use prevention programming to youth in Washtenaw County. The first stage consisted of a much smaller grant to support data collection to better understand substance use among youth and will result in recommendations for a specific evidence-based intervention (EBI) to be planned in stage two. The requested \$108,236 will fund a partial FTE to lead the planning phase for the identified EBI. The FTE will be put behind a current staff person to provide this leadership work. Additionally, the budget would include associated costs to convene community partners, educators, youth, and parents to ensure the implementation of the EBI is representative of all stakeholders' needs.

The grant, if awarded, would run from October 1, 2024, through September 30, 2025, and would be followed by a subsequent request to CMHPSM for funding to implement the EBI starting in the Fall of 2025. The planning structure is based on the Substance Abuse and Mental Health Services Administration's (SAMHSA) Strategic Prevention Framework (SPF); this proposed grant represents work in the "Plan" phase of the SPF. This work is important to ensure that appropriate interventions for youth are identified and deployed; currently, substance use providers are using older data to inform services and, as a result, are implementing interventions that are not necessarily meeting the needs of our students.

We are requesting Board of Education approval of this grant submission to identify and plan for the implementation of effective strategies for preventing and intervening the use of substances among youth in Washtenaw County.

DATE: May 7, 2024

TO: Naomi Norman, Superintendent; WISD Board of Education

FROM: Eddie Manuszak, Executive Director for Early Childhood

SUBJECT: Revised Selection Criteria for Center- and Home-Based Head Start

I am asking the Board to approve the new Head Start selection criteria for both center-based and home-based Head Start classrooms. These revisions were necessary to allow us to meet the needs of our children and families more effectively. Our department had identified areas that needed to be revised and our outlined in yellow for your consideration.

These revised criteria were approved by the Head Start Policy Council on Thursday, May 2nd, and will be instrumental to the enrollment process for our Head Start program.

Universal Selection Criteria 2024 – 2025 (Home Base)

Income	Points	Definition
Foster	200	Includes Kinship – Relatives that are licensed foster parents
Homeless	300	<p>EPHY Liaison Approved</p> <p>“Child must meet criteria for McKinney-Vento Act and paperwork must be submitted.”</p> <p>A-3. What criteria may an LEA consider when determining if a child or youth lives in “substandard housing”?</p> <p>The inclusion of substandard housing in the definition of homeless children and youths has caused some confusion because standards for adequate housing may vary by locality. In determining whether a child or youth is living in “substandard housing,” an LEA may consider whether the setting in which the family, child, or youth is living lacks one of the fundamental utilities such as water, electricity, or heat; is infested with vermin or mold; lacks a basic functional part such as a working kitchen or a working toilet; or may present unreasonable dangers to adults, children, or persons with disabilities. Each city, county, or State may have its own housing codes that further define the kind of housing that may be deemed substandard.</p>
Public Assistance	100	<p>Includes Temporary Assistance for Needy Families (TANF), Supplemental Security Income (SSI), and Supplemental Nutrition Assistance Program (SNAP)*</p> <p>*The Office of Head Start expanded its interpretation of public assistance to include SNAP (Supplemental Nutrition Assistance Program). Public Assistance language guidance was updated to include SNAP.</p>

0 -100%	80	Income between 0 – 100%
101% - 250%	20	Income between 101 – 250%
251% and Above	0	Income 251% and above

Age – Based on Class Age of December 1st	Points
Prenatal	40
Birth- 12	30
13-24	30
25-30	20
31-36	10

Black expectant mothers	20 points	Expectant mother is Black: has highest infant mortality rate at 14.7% in Washtenaw County.
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Educational Risk Factors	Points	Definition
Current IFSP (Part C)/IEP or Michigan Mandatory Special Education (MMSE) IFSP	50	A child who has an active IFSP/IEP Documented disability and receiving services
Documented Development Concerns (child)	15	<p>Documented developmental concerns by a professional.</p> <ul style="list-style-type: none"> Developmental concerns include delays or abnormal patterns of development in the areas of communication/language, motor skills, problem-solving or social adaptive behavior.

		Noted from a professional but not receiving any services. Referral needed
Parent Concern	5	Developmental concerns include delays or abnormal patterns of development in the areas of communication/language, motor skills, problem-solving or social adaptive behavior.

Previously Enrolled	Points	Definition
Early Head Start/Head Start	5	A child who has been a participant (received services) in Early Head Start/Head Start but is no longer due to a break in service. This also includes children who had received services in another county/state.
Early On	7	A child who has been a participant (received services) in Early On but is no longer due to a break in service. This also includes children who had received services in another county/state.

*Grey indicates a drop-down box.

Additional Risk Factors	Points	Definition
<ul style="list-style-type: none"> Applicant Experienced Physical, Sexual, and Verbal Abuse. Applicant Experienced Physical and/or Emotional Neglect The applicant witnessed abuse of the family or household. 	30	<p>Physical abuse is deliberately aggressive or violent behavior by one person toward another that results in bodily injury. (American Psychological Association)</p> <p>Sexual abuse is unwanted sexual activity, with perpetrators using force, making threats, or taking advantage of victims not able to give consent. (American Psychological Association)</p> <p>Verbal abuse is extremely critical, threatening, or insulting words delivered in oral or written form and intended to demean, belittle, or frighten the recipient. (American Psychological Association)</p> <p>Child neglect is the denial of attention, care, or affection considered essentially for the normal development of a child's physical, emotional, and intellectual qualities, usually due to indifference from, disregard by, or impairment in the child's caregivers. (American Psychological Association)</p> <p>Domestic Violence is a pattern of behaviors used by one partner to maintain power and control over</p>

		another partner in an intimate relationship. (National Domestic Violence Hotline)
Caregiver has History of Domestic Violence/Abuse	20	Combo of domestic violence Applicant would get one or the other
History of substance abuse of Parent/Caregiver	20	Substance abuse is a pattern of compulsive substance use marked by recurrent significant social, occupational, legal, or interpersonal adverse consequences, such as repeated absences from work or school, arrests, and marital difficulties. (American Psychological Association)
Documented Chronic Physical/Mental Illness and/or Exposure to toxic substances for child, parent and/ or siblings.	15	<p>Documented chronic physical/mental illness by a medical professional.</p> <ul style="list-style-type: none"> Chronic physical illness is defined as an enduring health problem that will not go away – for example diabetes, asthma, arthritis, or cancer. Chronic physical illness can be managed, but they cannot be cured. Severe allergies- for example a food allergy. With documentation from Medical Professional. <p>Mental illness are health conditions involving change in emotion, thinking or behavior (or a combination of these). Examples are depression, anxiety, obsessive compulsive disorder, post-traumatic stress disorder, etc.).</p> <p>Exposure to toxic substances known to cause learning or developmental delays. Documentation:</p> <ul style="list-style-type: none"> Medical or hospital records Parent report Social services referral <p>Including but not limited to.</p> <p>Examples of substances include lead, mercury, water pollution, etc.</p> <p>Prenatal or postnatal toxic exposure including Fetal Alcohol Syndrome, children born addicted, or environmentally induced respiratory problems.</p>
Death in Immediate Family	20	A death in the household/immediate family member. This includes any family member that has close ties and is actively involved. This includes deaths due to COVID.
Guardian is not Parent (non-foster)	10	The Guardian of child is not the biological parent and is not in foster care.

Parental separation/ Extended absence Drop box: divorce deportation incarceration military service	Drop down: 10	At any point of a child's life
Exposure to violence in applicants living environment and/or exposed to traumatic event.	10	Exposure to violence or traumatic events can harm a child's emotional, psychological, and even physical development. Including but not limited to: <ul style="list-style-type: none"> • Neighborhood shootings • Neighbors fighting • Witnessing death • Family disturbance such as fights.
Refugee Humanitarian Parolee/ Immigrant fleeing violence	10 points	Family or child: <ul style="list-style-type: none"> • Within 12 months
Documented Severe or Challenging Behavior	10	Child has been expelled from preschool or childcare center. Child's behavior has prevented participation in another group setting or mental health professional has referred. Documentation: <ul style="list-style-type: none"> • Exclusion from other preschool/childcare programs • Social services or medical referrals • Parent interview questions/report • Legal report or restraining order • Staff documentation on home visits or other contacts Definition per the Great Start Readiness Program eligibility factors
Behavior Concerns (Child)	5	Behavioral concerns by an educational or medical professional. <ul style="list-style-type: none"> • Behavioral concerns include behaviors that would potentially limit the educational experience of the child without behavioral intervention.

		Noted from a professional but not receiving any services. Referral or doctor note needed. Or Parent Concern
Family Primary Language is not English	5 points	English is not spoken in the child's home; English is not the child's first language. Documentation: • Parent or advocate report Definition per the Great Start Readiness Program eligibility factors
Single Parent	10	An individual bringing up a child without the other parent living in the home.
Parent and/or siblings diagnosed disability.	5	Includes parent(s) with a learning disability.
Unstable Housing	5	Is in home foreclosure or has frequent changes of residence – 3 times (multiple move) within 12 months – referenced health people.gov
Parent Lacks High School Diploma/GED/has noticeable literacy issue	10	Current caregiver has not graduated from high school/GED or is illiterate
Parent was a Teenager	10	Teen parent (not age 20 when first child born) If child is a much later birth, rather than the first child of a teenager or one of several in proximity, the factor may or may not cause risk and should be examined carefully. Documentation: • Birth certificate • Ages of siblings Definition per the Great Start Readiness Program eligibility factors
4 or more children in the immediate family	3	A family that has 4 or more children living in the home
Child has no Health insurance at time of Enrollment.	5	At the time of application. The family has no active health insurance
Child does not have an established medical home or an Established Dental Home (for children 1 year or older) at the time of enrollment.	3	Family cannot provide name or information about a medical home and dental home during enrollment.

Early Head Start Only	Points	Definition
Birth weight <5.8 lbs. (under 24 months)	10	Parent/Guardian report

Color Key Codes

Required Factor

ACEs (Adverse Childhood Experiences)

GSRP (Great Start Readiness Program)

New Universal Selection Criteria 2024 – 2025

Income	Points	Definition
Foster	200	Includes Kinship – Relatives that are licensed foster parents
Homeless	300	<p>EPHY Liaison Approved</p> <p>“Child must meet criteria for McKinney-Vento Act and paperwork must be submitted.”</p> <p>A-3. What criteria may an LEA consider when determining if a child or youth lives in “substandard housing”?</p> <p>The inclusion of substandard housing in the definition of homeless children and youths has caused some confusion because standards for adequate housing may vary by locality. In determining whether a child or youth is living in “substandard housing,” an LEA may consider whether the setting in which the family, child, or youth is living lacks one of the fundamental utilities such as water, electricity, or heat; is infested with vermin or mold; lacks a basic functional part such as a working kitchen or a working toilet; or may present unreasonable dangers to adults, children, or persons with disabilities. Each city, county, or State may have its own housing codes that further define the kind of housing that may be deemed substandard.</p>
Public Assistance	100	<p>Includes Temporary Assistance for Needy Families (TANF), Supplemental Security Income (SSI), and Supplemental Nutrition Assistance Program (SNAP)*</p> <p>*The Office of Head Start expended its interpretation of public assistance to include SNAP (Supplemental Nutrition Assistance Program). Public Assistance language guidance was updated to include SNAP.</p>

0 -100%	80	Income between 0 – 100%
101% - 250%	20	Income between 101 – 250%
251% and Above	0	Income 251% and above

Age – Based on Class Age of December 1st	Points
18-24	30
25-30	20
31-36	5
37-48	40
49-59	20

Educational Risk Factors	Points	Definition
IEP with Inclusive Preschool/Michigan Mandatory Special Education (MMSE) IFSP	60	A child who has an active inclusive IEP IEP child transitioning from ECSE
Current IFSP (Part C)/IEP	45	A child who has an active IFSP/IEP Documented disability and receiving services through Early on
Documented Development Concerns (child)	15	<p>Documented developmental concerns by a professional.</p> <ul style="list-style-type: none"> Developmental concerns include delays or abnormal patterns of development in the areas of communication/language, motor skills, problem-solving or social adaptive behavior. <p>Noted from a professional but not receiving any services. Referral needed</p>

Parent Concern	5	Developmental concerns include delays or abnormal patterns of development in the areas of communication/language, motor skills, problem-solving or social adaptive behavior.
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Previously Enrolled	Points	Definition
Early Head Start/Head Start	5	A child who has been a participant (received services) in Early Head Start/Head Start but is no longer due to a break in service. This also includes children who had received services in another county/state.
Early On	7	A child who has been a participant (received services) in Early On but is no longer due to a break in service. This also includes children who had received services in another county/state.

*Grey indicates a drop-down box. This section was updated.

Additional Risk Factors	Points	Definition
<ul style="list-style-type: none"> Applicant Experienced Physical, Sexual, and Verbal Abuse. Applicant Experienced Physical and/or Emotional Neglect The applicant witnessed abuse of the family or household. 	30	<p>Physical abuse is deliberately aggressive or violent behavior by one person toward another that results in bodily injury. (American Psychological Association)</p> <p>Sexual abuse is unwanted sexual activity, with perpetrators using force, making threats, or taking advantage of victims not able to give consent. (American Psychological Association)</p> <p>Verbal abuse is extremely critical, threatening, or insulting words delivered in oral or written form and intended to demean, belittle, or frighten the recipient. (American Psychological Association)</p> <p>Child neglect is the denial of attention, care, or affection considered essentially for the normal development of a child's physical, emotional, and intellectual qualities, usually due to indifference from, disregard by, or impairment in the child's caregivers. (American Psychological Association)</p> <p>Domestic Violence is a pattern of behaviors used by one partner to maintain power and control over another partner in an intimate relationship. (National Domestic Violence Hotline)</p>

Caregiver has History of Domestic Violence/Abuse	20	Combo of domestic violence Applicant would get one or the other
History of substance abuse of Parent/Caregiver	20	Substance abuse is a pattern of compulsive substance use marked by recurrent significant social, occupational, legal, or interpersonal adverse consequences, such as repeated absences from work or school, arrests, and marital difficulties. (American Psychological Association)
Documented Chronic Physical/Mental Illness and/or Exposure to toxic substances for child, parent and/ or siblings.	15	<p>Documented chronic physical/mental illness by a medical professional.</p> <ul style="list-style-type: none"> Chronic physical illness is defined as an enduring health problem that will not go away – for example diabetes, asthma, arthritis, or cancer. Chronic physical illness can be managed, but they cannot be cured. Severe allergies- for example a food allergy. With documentation from Medical Professional. <p>Mental illness are health conditions involving change in emotion, thinking or behavior (or a combination of these). Examples are depression, anxiety, obsessive compulsive disorder, post-traumatic stress disorder, etc.).</p> <p>Exposure to toxic substances known to cause learning or developmental delays. Documentation:</p> <ul style="list-style-type: none"> Medical or hospital records Parent report Social services referral <p>Including but not limited to.</p> <p>Examples of substances include lead, mercury, water pollution, etc.</p> <p>Prenatal or postnatal toxic exposure including Fetal Alcohol Syndrome, children born addicted, or environmentally induced respiratory problems.</p>
Death in Immediate Family	20	A death in the household/immediate family member. This includes any family member that has close ties and is actively involved. This includes deaths due to COVID.
Guardian is not Parent (non-foster)	10	The Guardian of child is not the biological parent and is not in foster care

Parental separation/ Extended absence Drop box: divorce deportation incarceration military service	Drop down: 10	At any point of a child's life
Exposure to violence in applicants living environment and/or exposed to traumatic event.	10	Exposure to violence or traumatic events can harm a child's emotional, psychological, and even physical development. Including but not limited to: <ul style="list-style-type: none"> • Neighborhood shootings • Neighbors fighting • Witnessing death • Family disturbance such as fights.
Refugee Humanitarian Parolee/ Immigrant fleeing violence	10 points	Family or child: <ul style="list-style-type: none"> • Within 12 months
Documented Severe or Challenging Behavior	10	Child has been expelled from preschool or childcare center. Child's behavior has prevented participation in another group setting or mental health professional has referred. Documentation: <ul style="list-style-type: none"> • Exclusion from other preschool/childcare programs • Social services or medical referrals • Parent interview questions/report • Legal report or restraining order • Staff documentation on home visits or other contacts Definition per the Great Start Readiness Program eligibility factors
Behavior Concerns (Child)	5	Behavioral concerns by an educational or medical professional. <ul style="list-style-type: none"> • Behavioral concerns include behaviors that would potentially limit the educational experience of the child without behavioral intervention. Noted from a professional but not receiving any services. Referral or doctor note needed. Or Parent Concern

Family Primary Language is not English	5 points	English is not spoken in the child's home; English is not the child's first language. Documentation: • Parent or advocate report Definition per the Great Start Readiness Program eligibility factors
Single Parent	10	An individual bringing up a child without the other parent living in the home.
Parent and/or siblings Chronic physical/mental illness/diagnosed disability.	5	Includes parent(s) with a learning disability.
Unstable Housing	5	Is in home foreclosure or has frequent changes of residence – 3 times (multiple move) within 12 months – referenced health people.gov
Parent Lacks High School Diploma/GED/has noticeable literacy issue	10	Current caregiver has not graduated from high school/GED or is illiterate
Parent was a Teenager	10	Teen parent (not age 20 when first child born) If child is a much later birth, rather than the first child of a teenager or one of several in proximity, the factor may or may not cause risk and should be examined carefully. Documentation: • Birth certificate • Ages of siblings Definition per the Great Start Readiness Program eligibility factors
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Child does not have an established medical home or an Established Dental Home (for children 1 year or older) at the time of enrollment.	3	Family cannot provide name or information about a medical home and dental home during enrollment.

Early Head Start Only	Points	Definition
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Color Key Codes

Required Factor
ACEs (Adverse Childhood Experiences)
GSRP (Great Start Readiness Program)

TO: WISD Board of Education

FROM: Naomi Norman, Superintendent

DATE: May 8, 2024

RE: Kriseles Contract

I recommend that the WISD Board of Education authorize the administration to approve the contract with Kriseles, Inc. for advisory and consulting services related to Organizational Management, Leadership Development, and Inclusive Practices for a cost not to exceed \$124,000.00 plus travel expenses.

Through this contract, Kriseles, Inc. will administer a culture survey with Washtenaw ISD staff, work with our cabinet team to analyze the data, and then co-design an approach to addressing specific issues identified in the data. An accountability plan will be co-developed to ensure we engage in meaningful and measured ways to deepen the inclusive practices within our organization.

This contract will run from July 1, 2024, to June 30, 2025, with funding sourced from EISJ Professional & Technical accounts.

I feel that this is the next important step in our journey to becoming an inclusive and racially conscious organization. It is time to directly address our longstanding organizational culture in a direct and intentional way.

Engagement Agreement

This Engagement Agreement (this “**Agreement**”), dated as of July 1, 2024 (the “**Effective Date**”), is by and between Kriseles Inc., a Delaware corporation (“**Kriseles**”), and **Washtenaw ISD** a Michigan school district with offices located at 1819 South Wagner Road, PO Box 1406 Ann Arbor, MI 48106-1406. **Washtenaw ISD** together with Kriseles, the “**Parties**” and each a “**Party**”).

Background

Client desires to engage Kriseles to provide to Client certain advisory and consulting services related to Organizational Management, Leadership Development, Diversity, Equity, and Inclusion (DEI) and such other services as set forth in **Exhibit A** (the “**Services**”), and Kriseles has agreed to perform the Services, in accordance with the terms and subject to the conditions set forth in this Agreement.

NOW, THEREFORE, Kriseles and Client agree as follows:

1. Services. Kriseles shall provide to Client the Services during the Term (as defined below), in accordance with the terms and subject to the conditions set forth in this Agreement. Any services in addition to the Services listed on Exhibit A will be performed only if the Parties agree in writing on terms and compensation mutually acceptable to each in its sole discretion.

2. Fees and Expenses.

a. For the Services to be performed under this Agreement, Client shall pay to Kriseles those fees described in Exhibit A, with fifty percent (50%) of the total fee amount payable as a nonrefundable engagement fee by August 30, 2024, and the remaining fifty percent (50%) payable in (2) installments due on January 30, 2025 and June 30, 2025 respectively.

b. Client shall reimburse Kriseles for, or pay on Kriseles’s behalf, all reasonable travel and out-of-pocket expenses incurred by Kriseles in connection with the performance of the Services, within 30 days of receipt by Client of an invoice from Kriseles accompanied by receipts and reasonable supporting documentation.

c. Except for invoiced payments that Client has successfully disputed, all late payments shall bear interest at the lesser of (a) an 8% annualized interest rate and (b) the highest rate permissible under applicable law, in either case calculated daily and compounded monthly. Client shall also reimburse Kriseles for all costs incurred in collecting any late payments, including, without limitation, attorneys’ fees. In addition to all other remedies available under this Agreement or at law (which Kriseles does not waive by the exercise of any rights hereunder), Kriseles shall be entitled to suspend the provision of any Services if Client fails to pay any amounts when due hereunder.

3. Term. This Agreement shall commence as of the Effective Date and shall continue thereafter for a period of {12 months} unless sooner terminated in accordance with Section 4 (the “**Term**”).

4. Termination, and Survival.

a. Either Party may terminate this Agreement, effective upon written notice to the other Party (the “**Defaulting Party**”) if the Defaulting Party (a) materially breaches this Agreement, and the Defaulting Party does not cure such breach within thirty (30) days after receipt of written notice of

such breach, or such material breach is incapable of cure; (b) becomes insolvent or admits its inability to pay its debts generally as they become due; (c) becomes subject, voluntarily or involuntarily, to any proceeding under any domestic or foreign bankruptcy or insolvency law, which is not fully stayed within seven (7) business days or is not dismissed or vacated within forty-five (45) business days after filing; (d) is dissolved or liquidated or takes any corporate action for such purpose; (e) makes a general assignment for the benefit of creditors; or (f) has a receiver, trustee, custodian, or similar agent appointed by order of any court of competent jurisdiction to take charge of or sell any material portion of its property or business. Washtenaw ISD shall be refunded any portion of the fees and expenses that are unearned by Kriseles based on the scope of work identified in exhibit A.

b. Notwithstanding anything to the contrary in Section 4(a), Kriseles may terminate this Agreement before the expiration date of the Term on written notice if Client fails to pay any amount when due hereunder. Any right or obligation of the Parties which, by its nature, should survive the expiration or termination of this Agreement, will survive any such termination or expiration of this Agreement.

5. Intellectual Property. All intellectual property rights in and to the work product and deliverables that are specifically created for and delivered to Client under this Agreement by Kriseles in the course of performing the Services, including any items identified as such in Exhibit A are hereby assigned to Client and shall constitute "works made for hire." For purposes of clarity, nothing in this Agreement shall be deemed to assign to client any rights in any pre-existing intellectual property of Kriseles (including Kriseles's trademarks, copyrights and other know-how).

6. Confidentiality. From time to time during the Term of this Agreement, either Party (as the "**Disclosing Party**") may disclose or make available to the other Party (as the "**Receiving Party**"), non-public, proprietary, and confidential information of Disclosing Party that, if disclosed in writing or other tangible form is clearly labeled as "confidential," or if disclosed orally, is identified as confidential when disclosed and within seven (7) days thereafter, is summarized in writing and confirmed as confidential ("**Confidential Information**"); provided, however, that Confidential Information does not include any information that: (a) is or becomes generally available to the public other than as a result of Receiving Party's breach of this Section; (b) is or becomes available to the Receiving Party on a non-confidential basis from a third-party source, provided that such third party is not and was not prohibited from disclosing such Confidential Information; (c) was in Receiving Party's possession prior to Disclosing Party's disclosure hereunder; or (d) was or is independently developed by Receiving Party without using any Confidential Information. The Receiving Party shall: (x) protect and safeguard the confidentiality of the Disclosing Party's Confidential Information with at least the same degree of care as the Receiving Party would protect its own Confidential Information, but in no event with less than a commercially reasonable degree of care; (y) not use the Disclosing Party's Confidential Information, or permit it to be accessed or used, for any purpose other than to exercise its rights or perform its obligations under this Agreement; and (z) not disclose any such Confidential Information to any person or entity, except to the Receiving Party's Group who need to know the Confidential Information to assist the Receiving Party, or act on its behalf, to exercise its rights or perform its obligations under this Agreement. If the Receiving Party is required by applicable law or legal process to disclose any Confidential Information, it shall, prior to making such disclosure, use commercially reasonable efforts to notify Disclosing Party of such requirements to afford Disclosing Party the opportunity to seek, at Disclosing Party's sole cost and expense, a protective order or other remedy. For purposes of this Section only, Receiving Party's Group shall mean the Receiving Party's affiliates and its or their employees, officers, directors, shareholders, partners, members, managers, attorneys, accountants, and financial advisors.

7. Independent Contractor. The relationship between the Parties is that of independent contractors. The details of the method and manner for performance of the Services by Kriseles shall be under its own control, Client being interested only in the results thereof. Kriseles shall be solely responsible for supervising, controlling and directing the details and manner of the completion of the Services. Nothing in this Agreement shall give the Client the right to instruct, supervise, control, or direct the details and manner of the completion of the Services. Nothing contained in this Agreement shall be construed as creating any agency, partnership, joint venture or other form of joint enterprise, employment or fiduciary relationship between the parties, and neither party shall have authority to contract for or bind the other party in any manner whatsoever.

8. Limited Warranty. Kriseles warrants that it shall perform the Services (a) using personnel of commercially reasonable skill, experience and qualifications; and (b) in a timely, workmanlike, and professional manner in accordance with generally recognized industry standards for similar services. KRISELES (a) MAKES NO WARRANTIES EXCEPT FOR THAT PROVIDED ABOVE; AND (b) DISCLAIMS ALL OTHER WARRANTIES, WHETHER EXPRESS or IMPLIED, INCLUDING BUT NOT LIMITED TO IMPLIED WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE. Kriseles's sole and exclusive liability and Client's sole and exclusive remedy for breach of the limited warranty set out in this Section shall be reperformance of the affected Service. If Kriseles cannot reperform the Service in compliance with the warranty set forth above within a reasonable time (but no more than thirty (30) days) after Client's written notice of such breach, Client may, at its option, terminate the Agreement by serving written notice of termination in accordance with Section 4.2. Kriseles shall within thirty (30) days after the effective date of such termination, refund to Client a portion of the fees previously paid by Client as of the date of termination corresponding to the defective Service as determined by Kriseles in its sole and absolute discretion.

9. Limitation of Liability. IN NO EVENT SHALL KRISELES BE LIABLE TO CUSTOMER OR TO ANY THIRD PARTY FOR ANY LOSS OF USE, REVENUE, OR PROFIT OR LOSS OF DATA OR DIMINUTION IN VALUE, OR FOR ANY CONSEQUENTIAL, INCIDENTAL, INDIRECT, EXEMPLARY, SPECIAL, OR PUNITIVE DAMAGES WHETHER ARISING OUT OF BREACH OF CONTRACT, TORT (INCLUDING NEGLIGENCE), OR OTHERWISE, REGARDLESS OF WHETHER SUCH DAMAGE WAS FORESEEABLE AND WHETHER OR NOT KRISELES HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES, AND NOTWITHSTANDING THE FAILURE OF ANY AGREED OR OTHER REMEDY OF ITS ESSENTIAL PURPOSE. IN NO EVENT SHALL KRISELES'S AGGREGATE LIABILITY ARISING OUT OF OR RELATED TO THIS AGREEMENT, WHETHER ARISING OUT OF OR RELATED TO BREACH OF CONTRACT, TORT (INCLUDING NEGLIGENCE), OR OTHERWISE, EXCEED THE AGGREGATE AMOUNTS PAID OR PAYABLE TO KRISELES IN THE IMMEDIATELY PRECEDING TWELVE (12) MONTHS PURSUANT TO THIS AGREEMENT.

10. Entire Agreement. This Agreement, including and together with any related exhibits, schedules, attachments and appendices, constitutes the sole and entire agreement of the Parties with respect to the subject matter contained herein, and supersedes all prior and contemporaneous understandings, agreements, representations and warranties, both written and oral, regarding such subject matter.

11. Notices. All notices, requests, consents, claims, demands, waivers and other communications under this Agreement (each, a "**Notice**") must be in writing and addressed to the other Party at its address listed on the signature page (or to such other address that the receiving Party may designate from time to time in accordance with this Section). Unless otherwise agreed herein, all Notices must be delivered by personal delivery, nationally recognized overnight courier or certified or

registered mail (in each case, return receipt requested, postage prepaid). Except as otherwise provided in this Agreement, a Notice is effective only (a) on refusal of delivery or receipt by the receiving Party; and (b) if the Party giving the Notice has complied with the requirements of this Section.

12. Severability. If any term or provision of this Agreement is found by a court of competent jurisdiction to be invalid, illegal or unenforceable in any jurisdiction, such invalidity, illegality or unenforceability shall not affect any other term or provision of this Agreement or invalidate or render unenforceable such term or provision in any other jurisdiction. Upon a determination that any term or provision is invalid, illegal, or unenforceable, the court may modify this Agreement to effect the original intent of the Parties as closely as possible in order that the transactions contemplated hereby be consummated as originally contemplated to the greatest extent possible.

13. Amendments. No amendment to or modification of this Agreement is effective unless it is in writing and signed by an authorized representative of each Party.

14. Waiver. No waiver by any Party of any of the provisions of this Agreement shall be effective unless explicitly set forth in writing and signed by the Party so waiving. Except as otherwise set forth in this Agreement, no failure to exercise, or delay in exercising, any right, remedy, power or privilege arising from this Agreement shall operate or be construed as a waiver thereof, nor shall any single or partial exercise of any right, remedy, power or privilege hereunder preclude any other or further exercise thereof or the exercise of any other right, remedy, power or privilege.

15. Assignment; Successors and Assigns. Client shall not assign, transfer, delegate or subcontract any of its rights or delegate any of its obligations under this Agreement without the prior written consent of Kriseles. Any purported assignment or delegation in violation of this Section shall be null and void. No assignment or delegation shall relieve the Client of any of its obligations under this Agreement. Kriseles may assign any of its rights or delegate any of its obligations to any affiliate or to any person acquiring all or substantially all of Kriseles's assets without Client's consent. This Agreement is binding on and inures to the benefit of the Parties to this Agreement and their respective permitted successors and permitted assigns.

16. No Third-Party Beneficiaries. This Agreement benefits solely the Parties to this Agreement and their respective permitted successors and assigns and nothing in this Agreement, express or implied, confers on any other person any legal or equitable right, benefit, or remedy of any nature whatsoever under or by reason of this Agreement.

17. Governing Law; Venue. This Agreement and all related documents including all exhibits attached hereto, and all matters arising out of or relating to this Agreement are governed by, and construed in accordance with, the laws of the State of Delaware. Any claim asserted by any party under this Agreement must be brought in state or federal courts located in Washtenaw, County Michigan.

18. WAIVER OF JURY TRIAL. EACH PARTY ACKNOWLEDGES THAT ANY CONTROVERSY THAT MAY ARISE UNDER THIS AGREEMENT, INCLUDING EXHIBITS, SCHEDULES, ATTACHMENTS, AND APPENDICES ATTACHED TO THIS AGREEMENT, IS LIKELY TO INVOLVE COMPLICATED AND DIFFICULT ISSUES AND, THEREFORE, EACH SUCH PARTY IRREVOCABLY AND UNCONDITIONALLY WAIVES ANY RIGHT IT MAY HAVE TO A TRIAL BY JURY IN RESPECT OF ANY LEGAL ACTION ARISING OUT OF OR RELATING TO THIS AGREEMENT, INCLUDING ANY EXHIBITS, SCHEDULES, ATTACHMENTS OR APPENDICES ATTACHED TO THIS AGREEMENT, OR THE TRANSACTIONS CONTEMPLATED HEREBY.

19. Counterparts. This Agreement may be executed in counterparts, each of which is deemed an original, but all of which together are deemed to be one and the same agreement. A signed copy of this Agreement delivered by facsimile, email, DocuSign or other means of electronic transmission is deemed to have the same legal effect as delivery of an original signed copy of this Agreement.

20. Force Majeure. No Party shall be liable or responsible to the other Party, or be deemed to have defaulted under or breached this Agreement, for any failure or delay in fulfilling or performing any term of this Agreement (except for any obligations of the Client to make payments to Kriseles hereunder), when and to the extent such failure or delay is caused by or results from acts beyond the impacted party's ("**Impacted Party**") reasonable control, including, without limitation, the following force majeure events ("**Force Majeure Event(s)**") : (acts of God; (flood, fire, earthquake, or explosion; (war, invasion, hostilities (whether war is declared or not), terrorist threats or acts, riot or other civil unrest; (government order, law, or actions; (embargoes or blockades in effect on or after the date of this Agreement; (national or regional emergency; (strikes, labor stoppages or slowdowns, or other industrial disturbances; (telecommunication breakdowns or power outages or shortages; and (i) other similar events beyond the reasonable control of the Impacted Party. The Impacted Party shall give notice within ten (10) days of the Force Majeure Event to the other Party, stating the period of time the occurrence is expected to continue. The Impacted Party shall use diligent efforts to end the failure or delay and ensure the effects of such Force Majeure Event are minimized. The Impacted Party shall resume the performance of its obligations as soon as reasonably practicable after the removal of the cause. In the event that the Impacted Party's failure or delay remains uncured for a period of ten (10) days following written notice given by it under this Section, the other Party may thereafter terminate this Agreement upon ten (10) days' written notice.

21. Kriseles' employees may have to undergo a criminal background check by having fingerprints scanned electronically and submitted to the Michigan State Police. Kriseles will be responsible for payment of the fingerprinting service.

22. Kriseles and it's employees must also comply with Public Act 131 of 2005, which details the procedure to follow if Kriseles, or any individuals working on behalf of the Kriseles, has/have been charged with a crime listed under Section 1535a (1) of the Michigan School Code, or a violation of a substantially similar law of another state, a political subdivision of this state or another state, or of the United States.

23. Kriseles shall maintain comprehensive general liability insurance during the full term of the contract. Kriseles understands that WISD's liability insurance policies may not afford any coverage for any work associated with this contract; therefore, Kriseles agrees to hold WISD harmless 1) for any sum related to the cost of liability insurance, 2) from any and all liabilities, claims, liens, demands and costs, of whatsoever kind and nature, and 3) from any associated attorney fees, arising out of the performance of the work described in Section I. The Contractor shall obtain and provide proof of public liability insurance in such sums as shall be deemed appropriate by WISD unless specific written exemption is provided by the Assistant Superintendent, Business Services. Neither party shall be responsible for any action or inaction of the other party or its officers, agents, or employees, nor for insurance costs or legal fees, related thereto.

[SIGNATURE PAGE FOLLOWS]

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed as of the Effective Date by their respective duly authorized officers.

CUSTOMER:

Washtenaw ISD

Address:
1819 South Wagner Road
PO Box 1406
Ann Arbor, MI 48106-1406

By _____

Name: Naomi Norman

Title: Superintendent

KRISELES:

KRISELES INC.

Address:
297 East Paces Ferry Rd
Unit 1411
Atlanta, GA 30305

By _____

Name: Antonio Saunders

Title: CEO

EXHIBIT A

SERVICES

One Year Engagement - High Level Budget		
Spring & Summer Phases	Trainings / Experiences	Budget
Phase 1a May - August	<p>Establish the Planning Team (<i>form, engage, prepare to co-lead the work</i>)</p> <ul style="list-style-type: none"> • Identify a diverse group of 4-5 individuals to join the planning team • Two planning team engagements (<i>kick-off mtg. and preview / input session for intro to HFD</i>) • Planning sessions to align and embed our collaborative work in Washtenaw's plans for SY24-25 	Paid on a separate contract
Phase 2a June 13	<p>Administer the HFD Discovery Model: Cabinet Leadership</p> <p>We use <i>the HDF Discovery Model</i> to identify a paradigm(s) that will unlock the full potential of every employee, senior leader, and board member at Washtenaw ISD.</p> <ul style="list-style-type: none"> • *Small Group Interviews with select members of the leadership team (preferably on site) • Administer the HFD survey with the Leadership Team 	Paid on a separate contract
Phase 3a August	<p>Intro HFD: Understanding Your Results Part 1 (LT)</p> <ul style="list-style-type: none"> • Members of the LT will begin to understand the HFD Framework • Members of the LT will begin to unpack the survey results and tentatively identify goal and focus areas for SY 24-25 	\$4,000
SY 2024-25	Trainings / Experiences	
Phase 1b August - September	<p>Onboarding</p> <p>We dedicate time to understand your current state and future vision without adding to your workload.</p> <ul style="list-style-type: none"> • Small Group Interviews with select direct reports of leadership team members 	\$6,700
Phase 2b Late Sept. - October	<p>Administer the HFD Discovery Model: Enterprise</p> <p>We use the HDF Discovery Model to identify a paradigm that will unlock the full potential of every staff member & senior leader at Washtenaw</p> <ul style="list-style-type: none"> • Administer the HFD survey Enterprise wide 	\$26,300
	<p>Intro HFD: Understanding Your Results Part 2 (full org perspective)</p> <ul style="list-style-type: none"> • Intro to HFD: Understanding your results (sample size across team with LT) 	
Phase 3b November - January	<p>Design and Execute #4-6 Capacity Building Experience</p> <p>We design and embed capacity building experiences into everyday workflows to increase engagement and productivity.</p> <ul style="list-style-type: none"> • Innovation Lab #1 • Innovation Lab #2 • Innovation Lab #3 • Innovation Lab #4 	43,300
Phase 4 February - June	Progress Monitoring & Ongoing Coaching & Support the Leadership Team and managers to sustain the work and track and reach KPIs.	\$43,700

Total	\$124,000
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FEES

Payment Schedule	Amount
August 30, 2024	\$ 62,000
January 30, 2024	\$ 31,000
June 30, 2025	\$ 31,000

TO: Naomi Norman, Superintendent; WISD Board of Education

FROM: Tanner Rowe, Director of Operations

DATE: May 10, 2024

SUBJECT: TLC – Administration Parking Lot Replacement Design

The administration recommends that the WISD Board of Education authorize the administration to approve a contract with Midwestern Consulting for development of pavement reconstruction plans for the East Administration parking lot at the Teaching and Learning Center, with an amount not to exceed \$17,500.

On April 25, 2024 a geotechnical pavement investigation was performed on the East Administration parking lot at the Teaching and Learning Center (TLC) by G2 Consulting Group. The investigation discovered that the existing pavement was found to be generally in poor condition, exhibiting moderate to high severity longitudinal, transverse, joint, and fatigue cracking and it appears to have reached the end of its designed life. Due to the poor condition of the existing parking lot pavement, and the presence of little to no aggregate base material, it is recommended that the existing pavement section be reconstructed.

Midwestern Consulting is proposing to deliver the pavement reconstruction plans for the East Administration lot. The plans will include the existing conditions, a pavement improvement plan, pavement marking plans, and construction details. Midwestern has estimated the cost of the parking lot replacement to amount to \$300,000. If approval is given to proceed with Midwestern Consulting for the pavement reconstruction plans, the administration will publicly bid the parking lot replacement project in the very near future.

Midwestern Consulting has proposed a cost of \$17,500 to complete their scope of work. The proposal is attached. Funding for this proposal and the parking lot replacement project will come from our Capital Projects fund.



PROJECT SCOPE / SCHEDULE REVISION No. 1

Date: April 30, 2024

Project Name: TLC – East Administration Lot Pavement Rehabilitation Plans

Client Name: Washtenaw ISD

Client Address: 1819 S. Wagner Road

Client Phone / Fax / E-Mail: (734)994-8100 x 1403

Client Contact Making Revision Request: Tanner Rowe, Director of Operations

MCLLC Project Number and Task: 24073 Task 200

Identify Change:

Midwestern Consulting will deliver Pavement Reconstruction Plans for the East Administration Lot including the following:

- Cover Sheet
Existing Conditions and Removals
Pavement Improvement Plan
Pavement Marking Plan
Details

This Change will Impact the Project Cost by: \$17,500

Midwestern Consulting Project Manager:

[Signature of Project Manager]
[Signature of Project Manager]

Robert C. Wagner
[Printed Name]

4/30/2024
[DATE]

AUTHORIZATION TO PROCEED WITH CHANGE:

[Signature of Owner / Client]
[Signature of Owner / Client]

Tanner Rowe
[Printed Name]

[DATE]

Please return signed form to MIDWESTERN CONSULTING



SCHOOL LAW NOTES

THRUN
LAW FIRM, P.C.

APRIL 25, 2024

Title IX

2024 Title IX Regulations Released, Effective August 1, 2024 1

First Amendment

SCOTUS: Blocking and Deleting Posts on Individual Social Media Accounts May Trigger First Amendment.....1

Labor and Employment

Teacher Negotiations: Don't Forget the Tenure Act!.....2
Superintendent Contract Must Include Evaluation Appeal Process.....3
FMLA Leave Is Not an Absolute Shield.....3

Finance

Truth-in-Taxation and Budget Hearing Reminder.....3

Student Issues

Ready or Not – It's Time to Review Student Handbooks!.....4
Avoiding Missteps This Graduation Season5
Students with Disabilities: Shortened School Day Is Not the Answer6
Extended School Year Considerations.....7
Measles Outbreak: Practical Tips.....7

Upcoming Speaking Engagements
Form of Budget Hearing Notice
Student Handbook Order Form
Policy Service Order Form

2024 Title IX Regulations Released, Effective August 1, 2024

On April 19, 2024, the U.S. Department of Education released long-anticipated new Title IX regulations addressing school-based sexual harassment. Although the 2024 regulations loosen some of the 2020 requirements, they also expand the definition of sex-based harassment and now include requirements regarding pregnancy discrimination. The new regulations, which carry the full force of law, take effect on August 1, 2024 and apply to any alleged conduct that occurs on or after that date.

Retainer clients received an e-blast on the most significant changes for K-12 schools on April 22, 2024. Check your inbox to ensure that you do not miss out on the latest information.

Additionally, Thrun attorneys will provide an overview of the key changes at a free webinar for retainer clients **on Monday, April 29 from 12:00pm – 1:00pm**. Clients can register for that webinar here:

<https://events.teams.microsoft.com/event/b9390736-d441-466a-b50f-6041d615ed83@417b75c7-f36b-45ac-a92f-65a568eeef66>

The webinar is not intended to be a substitute for the comprehensive training required for those involved in the Title IX grievance process, nor does the webinar meet any mandatory training requirements. We hope to see you there!

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SCOTUS: Blocking and Deleting Posts on Individual Social Media Accounts May Trigger First Amendment

Many public officials, including school board members and administrators, maintain an active social media presence in their individual capacities. On March 15, 2024, the U.S. Supreme Court ruled in a unanimous opinion that a government official's "comments" and "likes" on their personal social media account may constitute state action and implicate the First Amendment. *Lindke v Freed*, 601 US __ (2024).

James Freed converted his private Facebook page to a public figure "page," which is a feature available to users who reach the platform's 5,000 friend limit. Freed was later appointed Port Huron (Michigan) city manager. His Facebook public figure page contained both personal and professional updates, including policies and directives he initiated as city manager.

Kevin Lindke posted on Freed's Facebook page critical comments of Freed's actions as city manager in response to the COVID-19 pandemic. Freed deleted some of Lindke's comments and eventually blocked Lindke from his Facebook page. Lindke sued, alleging that Freed violated his First Amendment rights by

JEFFREY J. SOLES
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CHRISTOPHER J. IAMARINO
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discriminating against him based on his viewpoint and by limiting his ability to comment in a public forum.

To prevail Lindke had to show that Freed was acting in his capacity as a government official, not in his personal capacity, when he engaged in the alleged misconduct. Both the trial court and the Sixth Circuit Court of Appeals ruled for Freed, finding that he did not violate the First Amendment because he acted as a private citizen when managing his Facebook page. Lindke appealed.

In a unanimous decision, the Supreme Court created the following test to determine when a public official's social media speech constitutes government action: did the official (1) possess actual authority to speak on the government's behalf, and (2) purport to exercise that authority when speaking on social media? For a government official's speech to be "official," he or she must have both the legal authority or responsibility to discuss an issue through a public forum and discuss it in a way demonstrating that authority.

The Supreme Court remanded the case to the Sixth Circuit Court of Appeals to determine if Freed's social media conduct violated the First Amendment under the new state-action test. Freed's mixed-use of his Facebook page, for both personal and public matters, created a hard-to-classify context that the Court believed could be better determined through a fact-specific review by the lower court. The Court also noted that Freed's blocking of Lindke operated on a page-wide basis, which prevented Lindke from commenting on any post, leaving the court to consider whether Freed had engaged in state action related to any post on which Lindke wished to comment but could not due to being blocked.

Determining whether a public official's social media conduct implicates the First Amendment is fact intensive. Officials may take action to limit their First Amendment liability on social media. As the Supreme Court explained, had Freed's account carried a label (*e.g.*, this is the personal page of James R. Freed) or a disclaimer (*e.g.*, "the views expressed are strictly my own"), he would have been entitled to a heavy (though not rebuttable) presumption that all of his posts were personal. Those markers give the speech a clear context.

Public officials can also limit liability by avoiding Freed's mixed-bag social media use of both personal and governmental topics. Instead of posting school-related content on personal social media pages, use personal pages for private matters and share school-related content on approved public forums.

• ● •

Teacher Negotiations: Don't Forget the Tenure Act!

As schools enter contract negotiations with unions representing professional staff, board negotiators must consider the Michigan Teachers' Tenure Act (the "Act") before agreeing to terms that implicate teacher evaluation, discipline, placement, and layoff/recall systems. For example, a teacher placement or layoff/recall system that prioritizes tenured teachers over probationary teachers violates Article II, Section 2a of the Act, which states: "A probationary teacher who is rated effective . . . on his or her most recent annual performance evaluation under Section 1249 of the Revised School Code . . . is not subject to being displaced by a teacher on continuing tenure solely because the other teacher has continuing tenure."

The Act was amended in 2011 to address concerns about seniority-based teacher employment practices affecting student growth. The 2011 amendments established, among other things, the following standards:

- Allowing schools to dismiss a probationary teacher "at any time."
- Requiring that the teacher's annual performance evaluation include multiple classroom observations and repealing the Act's former requirement that observations occur at least 60 days apart.
- Allowing the board to determine the form and number of classroom observations, consistent with the Revised School Code, "in consultation with teachers and school administrators."
- Repealing the "reasonable and just cause" discipline standard for tenured teacher demotion and discharge and replacing it with the "not arbitrary or capricious" standard.
- Allowing the board to place a teacher's salary in escrow during a suspension for tenure proceedings if related *criminal charges* are pending. Before doing so, the board must give the teacher notice of the charges, an explanation of the employer's evidence, and an opportunity to respond.
- Prohibiting placement or layoff/recall systems for teachers based solely on tenure status if a probationary teacher is rated "effective" or higher.

Those standards remain in effect despite the recent legislative changes to the Public Employment Relations Act, the Revised School Code, and the Tenure Act.

Contract terms that violate the Act's mandates might create a viable cause of action under the Act regardless of the contrary bargaining agreement terms. Accordingly, labor negotiators must carefully analyze

proposals that implicate the Act or risk subjecting the school to potentially significant legal exposure.



Superintendent Contract Must Include Evaluation Appeal Process

Amended RSC Section 1249b requires a superintendent contract entered into, extended, renewed, or modified *on or after July 1, 2024* to include “an appeal process concerning the evaluation process and rating received.”

A superintendent may appeal any rating, including the rating of *needing support*. The actual appeal process will likely vary by school. An appeal process with binding arbitration is not required. School boards should carefully consider whether to include an arbitration provision in the superintendent’s contract.

If you need assistance with revising a superintendent contract, your school board representative should work with legal counsel to determine the desired appeal process for your school.



FMLA Leave Is Not an Absolute Shield

When facing misconduct allegations, some employees may request FMLA leave to deter employers from imposing discipline. A Michigan federal court recently dismissed a superintendent’s lawsuit alleging that her school district violated the FMLA when it denied her immediate reinstatement after FMLA leave. *Ahmed v Sch Dist of the City of Hamtramck*, Case No. 2:22-cv-11127 (ED Mich, 2024). This decision is a reminder that an employer can discipline an employee who is on FMLA leave for unrelated reasons.

Hamtramck’s Superintendent, Jaleelah Ahmed, involuntarily transferred several teachers, causing tension at the school district. Ahmed asserted that school staff posted disparaging information about her on social media, contacted news outlets, and appeared in her office to threaten her employment. She took FMLA leave due to severe stress related to those incidents.

When Ahmed notified the district of her planned return date from FMLA leave, she was told that she would be placed on paid administrative leave pending an investigation into allegations of misconduct committed before her leave. Ahmed was not permitted to return to work until the investigation concluded. Ahmed sued, claiming she was discriminated or retaliated against for taking FMLA leave.

To establish FMLA discrimination or retaliation, an employee must prove that: (1) the employee engaged in

an FMLA-protected activity, such as taking FMLA leave; (2) the employer knew of that activity; (3) the employer took an adverse employment action, such as imposing discipline; and (4) the adverse employment action was caused by the FMLA-protected activity. This case focused on whether the third and fourth elements were established.

The court concluded that Ahmed sufficiently alleged an adverse employment action. Although the court acknowledged that paid administrative leave is generally not an adverse employment action, Ahmed overcame this general rule because she alleged that certain board members conceded no investigation occurred and that she was provided with neither notice of the alleged misconduct nor an opportunity to respond.

Nonetheless, the court held that Ahmed’s FMLA claim failed because she did not establish a causal connection between her FMLA leave and the paid administrative leave. Ahmed claimed that she was prohibited from returning from FMLA leave and that the district publicly announced an investigation, removed items from her office, and publicly complained about her actions as superintendent. The court found these alleged actions were not linked to her FMLA leave, especially given that the district was disgruntled about her involuntary transfer decisions.

While on FMLA leave an employee has no greater right to continued employment than if the employee had not been on FMLA leave. FMLA claims are, however, highly fact specific. When imposing discipline during an employee’s FMLA leave, school officials should carefully document the non-FMLA related discipline reasons to help minimize the risk of FMLA discrimination and retaliation claims.



Truth-in-Taxation and Budget Hearing Reminder

Michigan law requires that public schools adopt their annual budgets before July 1, which is the beginning of the fiscal year. A taxing entity, including a school district or ISD, must implement the truth-in-taxation process if its anticipated operating tax revenue will exceed what it collected in the previous fiscal year (with exceptions for certain taxable additions). Elements of this process include: (1) publishing a newspaper notice, (2) holding a truth-in-taxation public hearing, and (3) approving resolutions proposing and adopting additional millage rate(s).

A school district or ISD may avoid the truth-in-taxation process and levy its full authorized operating

millage rate if it takes the following three steps when adopting its budget:

Step 1: A school district or ISD complies with Uniform Budgeting and Accounting Act Section 16. That section requires that a taxing unit’s “general appropriations act” (i.e., the adopted budget) state the total number of mills of *ad valorem* property taxes to be levied and the purposes for which that millage will be levied.

Step 2: The school district or ISD budget must include a description of the tax base upon which the operating millage will be levied. Examples of those descriptions include: (1) non-principal residence, non-qualified agricultural property, non-qualified forest property, non-supportive housing property, and non-industrial property; (2) all property; or (3) principal residence, qualified agricultural property, qualified forest property, supportive housing property, and industrial personal property.

Step 3: A school district or ISD must publish a notice for the budget hearing in a newspaper of general circulation within the school district or ISD at least six calendar days before the hearing. The notice must include the following statement printed in 11-point boldfaced type: **The property tax millage rate proposed to be levied to support the proposed budget will be a subject of this hearing.**

A school district or ISD may levy its full operating millage rate(s) without going through the burdensome truth-in-taxation process by satisfying the following requirements:

- (1) At least six calendar days before the hearing, it must publish a notice of budget hearing with the following information:
 - (a) time, date, and place of the hearing;
 - (b) location where the budget is available for public inspection; and
 - (c) boldfaced language referencing the proposed millage rate(s) as outlined above.
- (2) After the hearing concludes, it must adopt a budget that includes:
 - (a) a statement of the total number of mills of *ad valorem* property taxes to be levied;
 - (b) the purpose(s) for which the millage will be levied; and
 - (c) a description of the tax base on which the millage will be levied.

A school district or ISD seeking to levy an operating millage approved by voters *after* adopting its budget

may still avoid the truth-in-taxation process by either: (1) publishing the appropriate budget hearing notice, holding a second public hearing, and amending the budget to include the additional millage; *or* (2) providing the proposed millage rate(s) to be voted on, if known, in the original budget, along with the proper hearing procedures.

An ISD voting on a regional enhancement millage should consult with legal counsel about incorporating that millage into the truth-in-taxation process.

Because public school academies, schools of excellence, urban high school academies, and strict discipline academies have no authority to levy a school operating millage, their annual budget hearing notice need not include the 11-point boldface type statement or any reference to a proposed property tax millage rate.

A sample form that a school district or ISD may use for the budget hearing notice is attached to this edition of *School Law Notes*. Please note that no specific form of resolution for budget adoption is required. Schools desiring to reuse budget adoption resolutions from previous years should ensure that they are up-to-date. For example, the notice should not include certain COVID-19 related provisions that are no longer applicable (e.g., references to executive orders or electronic meetings).



Ready or Not – It’s Time to Review Student Handbooks!

As this school year wraps up, school officials should begin reviewing and revising student handbooks for the 2024-25 school year. A comprehensive and well-written student handbook is an important tool to ensure compliance with state and federal law, support student discipline decisions, and reduce the risk of litigation and other disputes.

Thrun offers a model student handbook for both our Thrun Policy Subscribers and non-subscribers. The Thrun Policy Subscriber version of the student handbook aligns with the Thrun Board Policy Manual and Administrative Guidelines and is intended to be easily implemented by Thrun Policy Subscribers. This handbook is sold together with an employee handbook. The handbooks are updated annually, and clients who subscribe to policy updates will receive handbook updates.

The student handbook for clients that are not Thrun Policy Subscribers allows for client customization to ensure it aligns with your school’s expectations and policies as well as legal requirements. Regardless of the source for your school’s handbook,

school officials must ensure the handbook aligns with your school’s board policies before implementation.

If you choose to revise your existing handbook language, below are pointers to avoid common missteps.

Disclaimer Language

Including language at the beginning of the student handbook advising that the handbook is not intended to be all-encompassing, that it does not create a contract between the school and parents or students, and that school officials may revise the handbook to implement the education program and ensure student wellbeing. The disclaimer language should also state that school officials are responsible for interpreting the handbook and if a situation is not specifically addressed, the school will make decisions based on staff discretion, applicable board policies, and state and federal statutes and regulations, consistent with the school’s best interests.

Board Policy

Handbook provisions should align with board policy (and corresponding rules or guidelines). Board policy is typically more comprehensive than handbook language, and board policy ultimately controls. Any conflict or inconsistency between the handbook and board policy could undermine a school’s decisions and create liability exposure.

Student Discipline

State law requires every school to develop and implement a student code of conduct. Schools often include the student code of conduct in student handbooks. All handbook provisions addressing student discipline, including the code of conduct, must comply with law and board policy.

Consistent Implementation

School officials must ensure consistent implementation of the handbook for all students. The U.S. Department of Education’s Office for Civil Rights has expressed concerns that minority students and students with disabilities are disciplined more frequently and more severely than their peers for the same conduct. Adhering to established disciplinary procedures for every student offense will help schools ensure consistency and defend against allegations of discriminatory decisions.

Non-Discrimination Provisions

Handbooks should include: (1) a comprehensive statement prohibiting discrimination (including unlawful harassment); (2) a summary of the applicable investigation process; and (3) the identity of the person or position that receives discrimination complaints. Failure to include these provisions could result in

liability, even if the school takes appropriate action in responding to a discrimination complaint. We recommend reviewing both board policy and student handbooks to ensure that appropriate non-discrimination provisions are included.

On April 19, 2024, the new title IX regulations were published with an effective date of August 1, 2024. We anticipate that the new Title IX regulations may require changes to your handbook. Keep an eye on *School Law Notes* for further guidance on this topic.

Other Considerations

School officials should post the student handbook to the school’s website and include a copy of the student handbook in student agendas or planners (if provided), with a letter to parents. Wide dissemination of the student handbook helps ensure that students and parents have notice of conduct and its consequences. School officials should also develop protocols to ensure that students who transfer into the school during the school year receive the student handbook.

A well-drafted student handbook is an important tool for school management and can be valuable in defending against legal claims and OCR complaints, but only if the student handbook is consistent with applicable law and board policy, up-to-date, consistently implemented, and widely disseminated.

If you are interested in Thrun’s model handbook, or becoming a Thrun Policy Subscriber, order forms are attached. Alternatively, Thrun attorneys are available to review student handbooks to ensure compliance with law and board policy. Contact a Thrun attorney if you are interested in a handbook review.



Avoiding Missteps This Graduation Season

With graduation fast approaching, school officials should be aware of common graduation-related legal issues and our recommendations for addressing them.

Diplomas and “Walking” at Graduation

The end of the school year is often accompanied by senior pranks, which may cause school officials to consider withholding a student’s diploma as a disciplinary action. Withholding an earned diploma, however, deprives the student of a constitutionally protected property interest and subjects the school to potential liability. Some courts have ruled that a student who is awaiting an expulsion hearing but has completed graduation requirements is still entitled to an earned diploma.

While students generally have a right to an earned diploma upon completion of graduation requirements, they have no right to receive the diploma at a

graduation ceremony. Like participating in prom and other extracurricular activities, walking across the graduation stage is a privilege that may be revoked.

To avoid backlash from students and parents, school officials should include graduation participation expectations in the student handbook and notify students and their parents of those expectations as early as possible. The notice should also address whether a student who has not timely completed graduation requirements may participate in the graduation ceremony in anticipation of earning a diploma.

Cap and Gown

A school can establish and enforce a nondiscriminatory dress code for graduation exercises. Note that a dress code may *not* discriminate based on sexual orientation, gender identity or expression, or hair textures or styles commonly associated with race. This dress code should be communicated to students and parents as early as possible.

Courts have upheld published cap and gown requirements and, in one case, a “no jeans” policy. Another court upheld a dress code that prohibited decorated graduation caps. In that case, because *all* decoration was prohibited, the students’ First Amendment rights were not violated. A student’s refusal to comply with a published nondiscriminatory dress code can justify excluding that student from the graduation ceremony.

Some schools provide different gown colors for male and female students. We recommend allowing students to wear gown colors consistent with their gender identity or allowing all students to choose between two colors. Arbitrary dress code distinctions based on sex are frequently targeted in sex discrimination lawsuits and can be easily avoided by single-color or student-choice color policies.

Avoid Religious Holidays

According to the Elliott-Larsen Civil Rights Act, public schools cannot deny a “privilege” based on religion. As stated above, walking across the graduation stage is considered a “privilege.” Schools should avoid scheduling graduation ceremonies on religious holidays. Failing to do so may result in lawsuits alleging religious discrimination.

Prayer at Graduation Ceremony

Public schools cannot mandate or organize prayer at graduation ceremonies without violating the First Amendment’s Establishment Clause. The U.S. Supreme Court has held that a clergy-led graduation invocation is unconstitutional school-sponsored prayer. Equally unconstitutional is a school-led process where students

elect a classmate to lead an organized prayer at graduation.

Individual students may voluntarily incorporate religious content into valedictory or other graduation speeches. While student speech that is part of a school-sponsored event may appear to be a school endorsement of the message, censoring religious content from a student’s graduation speech may violate the student’s First Amendment speech rights. Courts have held that graduation prayer voluntarily initiated by a student without school encouragement is permissible.

School officials should provide students with appropriate guidelines for graduation speeches. We also recommend including a disclaimer statement in the graduation ceremony program stating that the views expressed by students and other speakers do not necessarily represent the school’s views.



Students with Disabilities: Shortened School Day Is Not the Answer

A recent Eighth Circuit Court of Appeals decision serves to remind school officials that a shortened day for students with disabilities is rarely the right call. The Eighth Circuit, whose decisions are advisory but not binding on Michigan, addressed whether a student with a disability who was placed on a shortened school day received a free appropriate public education (FAPE). *AJT v Osseo Area Schs*, Docket No. 23-1399 (CA 8, 2024).

The student’s disability prevented her from being at school before noon. The school refused her parents’ request for instruction until 6 p.m., so the student received only 3 – 4.25 hours of instruction per day for several years. As a result of her shortened day, the student experienced minimal progress on some goals and regression in others. This fact convinced the administrative law judge, the federal trial court, and the Eighth Circuit Court of Appeals that the school denied the student a FAPE. The Eighth Circuit ruled that school officials made their decisions for administrative convenience, not for the student’s well-being or progress.

A shortened day for a special education student occurs more frequently because of an IEP Team or school decision, rather than the disability-related need for specific hours as addressed in this decision. In 2022, MDE issued [Guidance](#) on shortened school days for students with disabilities. The Guidance emphasizes that an IEP Team may not use a shortened school day to manage a student’s behavior or as a disciplinary measure. “The only time it is appropriate to shorten the school day for a student with a disability is when the student’s IEP Team determines a shortened day is

required to address the student’s unique disability-related needs.”

In the rare circumstance a student legitimately requires a shortened day, the IEP Team must include the following in the student’s IEP:

- (1) An explanation of why the student’s unique disability-related needs require a shortened day.
- (2) A clear explanation of the unique need or skill gap that prohibits the student from attending a full day of school.
- (3) A clear connection to the growth and progress expected to be achieved by shortening the student’s school day (e.g., the student is expected to recover from the physical or medical condition with rest and medical treatment).
- (4) A plan for the student’s return to school for a full day, which may include a plan to meet more frequently to review student data and determine whether the student is able to return to school full-time.

A student for whom a shortened day is required for disability-related needs, must return to a full school day as soon as they are able.

Even if a parent requests a shortened school day for their student, IEP Team should tread carefully. It is the school district’s responsibility to provide a FAPE and “parent request” is not a defense in a state complaint or due process hearing.

Unless carefully justified and limited, a shortened school day for a student with a disability will almost always equate to a denial of a FAPE. Neither student behavior nor administrative convenience justifies a shortened school day for students with disabilities.



Extended School Year Considerations

Far too often, IEP Teams gloss over or fail to discuss whether a special education student is entitled to extended school year (ESY) services. Even if a robust discussion occurs, the prior written notice rarely explains why ESY was rejected or included. If the school finds itself in a due process hearing defending an IEP with this deficit, a procedural violation is guaranteed and a substantive violation is possible. Remind your IEP Teams to discuss ESY, consider all eligibility factors, and document that they did so.

ESY is specialized instruction and related services provided beyond the normal school day or school year, such as during summer vacation or other school breaks. ESY’s purpose is to maintain skills, not to work on new goals. A student qualifies for ESY if the student’s IEP

Team determines, based on data collected throughout the year, that ESY is necessary to provide the student with a free appropriate public education (FAPE).

The Michigan Administrative Rules for Special Education clarify that a FAPE includes ESY if the student’s annual goals address one or more skills that require ESY services. To make that determination, the IEP Team must consider whether the data indicates any of the following:

- (1) Without ESY, the student will regress on an annual goal beyond a reasonable period of recoupment;
- (2) The severity or nature of the student’s disability indicates a need to provide services for the identified goal during scheduled breaks in the school year; or
- (3) That the student is at a critical stage, or in a critical area of learning, with respect to an identified annual goal which will be adversely impacted without ESY.

In April 2023, MDE published a [worksheet](#) to help IEP Teams determine whether a student needs ESY. An IEP Team must consider a student’s individual circumstances each year to determine ESY eligibility. If the team finds that data supports ESY as a requirement for FAPE, the team must then consider the location, duration, and type of services necessary to meet the student’s needs. School administrators may not limit students receiving ESY to specific subjects, times, or locations; students are entitled to individualized ESY services.



Measles Outbreak: Practical Tips

Michigan’s Department of Health and Human Services (MDHHS) recently confirmed its first case of measles since 2019. As of April 8, 2024, three Michigan counties reported confirmed measles cases. School officials should look for guidance or directives from MDHHS and the local community health department on preparing for a measles outbreak or a confirmed case of measles.

Measles is highly contagious and spreads through in-person contact. The virus can survive for up to two hours in the air after an infected person has coughed or sneezed. According to the Centers for Disease Control and Prevention, an infected person can spread measles up to four days before and four days after exhibiting symptoms, and symptoms may appear up to 21 days after exposure.

We recommend school officials maintain close communication with local public health officials and contact those officials and legal counsel if they have

concerns about excluding a student or other person from school for having or being exposed to measles.

Exclusion Generally

The Michigan Department of Community Health’s Administrative Rules authorize a school official who suspects a student of having a communicable disease to exclude that student from school for a time sufficient to allow a physician or local health official to determine if a communicable disease is present. A communicable disease is a disease that is capable of being transmitted from individual to individual, like measles. Under the Rules, local health officials can exclude from school:

- A person who has a communicable disease, until a physician or local health official determines the student or individual is no longer a risk; and
- A person “lacking documentation of immunity or otherwise considered susceptible to the disease,” until the health official determines that the risk of spreading the disease has passed.

Excluding unvaccinated students and others from school is specifically identified as a “disease control measure.” If the local health department requires a person’s exclusion from school due to a measles outbreak, school officials should comply with the law and follow the health department’s instructions.

MDE and MDHHS, in their joint guidance on [“Managing Communicable Diseases in Schools”](#), recommend that schools exclude individuals who contract measles for four days after the onset of a rash. The guidance also recommends that schools exclude for 21 days anyone who was in contact with the excluded individual *and* lacks documentation of immunity. School officials may find helpful the guidance’s flow chart on “When to Send a Person Home Due to Illness” if exclusion decisions become necessary.

Schools should establish exclusion criteria for communicable diseases in board policy and provide this information to students and staff any time school officials are considering exclusion.

Excluding Students

If school officials exclude students from school, they must ensure student confidentiality. A student’s individual medical history and individual immunization records are FERPA records and cannot be disclosed absent an applicable FERPA exception or parental consent. School officials may disclose *non*-personally identifiable information about a student who is absent due to a communicable disease (e.g., that an unspecified student in the school has a confirmed case of measles), if school officials ensure that the released information

would not allow a reasonable person in the school community to identify the student.

If school officials determine, considering the totality of the circumstances, that an articulable and significant threat exists to the health or safety of others, school officials may disclose, without prior written consent, personally identifiable information from student education records to appropriate third parties, including local health department officials. This exception does not allow schools to disclose student personally identifiable information to the media.

Students with disabilities who are excluded from school during a communicable disease outbreak are still entitled to a free appropriate public education. The Office for Civil Rights requires schools to “maintain continuity of learning by providing educational services” to students with disabilities who are required or advised by public health officials or school officials to stay home. Depending on the length of exclusion, the student’s IEP or 504 Team should consider web-based distance learning, sending assignments home, or other special education and related services.

Excluding Employees

If an employee is absent from work due to measles, school officials should consult the applicable employment contract or collective bargaining agreement. Some CBAs and contracts include terms excusing, with pay and without leave bank deductions, an employee’s absence due to diseases like measles, mumps, chicken pox, scarlet fever, shingles, or mononucleosis. These provisions typically require the employee to provide proof of the illness through a doctor’s statement.

School officials also should provide employees with any communications from the local health department about the measles outbreak and encourage employees to follow lawful public health directives.

Reporting

School officials are required by law to report any occurrence or suspected occurrence of measles to their local health department. Timely reporting assists MDHHS with identifying, monitoring, and preventing measles outbreaks.



Date	Organization	Attorney(s)	Topic
April 29, 2024	Thrun Law Firm, P.C.	Robert A. Dietzel Jessica E. McNamara	2024 Title IX Regulations - Highlights
April 30, 2024	MASA School Safety Summit	Jessica E. McNamara	School Safety Legal Considerations
April 30, 2024	Thrun Law Firm, P.C.	Thrun Law Firm, P.C. Attorneys	<i>Tuesdays with Thrun</i> Webinars ADA and Remote Work (8:30 a.m. – 9:40 a.m.) Dress Code Dos and Don'ts (9:50 a.m. – 10:50 a.m.) Everything You Need to Know about Bidding (11:00 a.m. – 12:00 p.m.)
May 1, 2024	Thrun Law Firm, P.C.	Thrun Law Firm, P.C. Attorneys	Avoiding Mistakes in the MDR Process Webinar
May 6, 2024	MPAAA	Jennifer K. Starlin	Legal Update
May 14, 2024	Thrun Law Firm, P.C.	Thrun Law Firm, P.C. Attorneys	<i>Tuesdays with Thrun</i> Webinars Grievance, Mediation, and Arbitration Tips 2024 (8:30 a.m. – 9:40 a.m.) Students with Disabilities: What Is Required for Extracurriculars and Athletics? (9:50 a.m. – 10:50 a.m.) Prevailing Wage (11:00 a.m. – 12:00 p.m.)
May 15, 2024	Thrun Law Firm, P.C.	Thrun Law Firm, P.C. Attorneys	Responding to State, OCR, and Due Process Complaints Webinar
June 13 & 14, 2024	Thrun Law Firm, P.C.	Thrun Law Firm, P.C. Attorneys	Policy Implementation Meetings Webinar
August 5, 2024	Charlevoix-Emmet ISD	Lisa L. Swem	School Law Update
August 7, 2024	UP Administrators Academy	Lisa L. Swem	School Law Update
September 5 & 6, 2024	Thrun Law Firm, P.C.	Thrun Law Firm, P.C. Attorneys	Policy Implementation Meetings Webinar
December 5 & 6, 2024	Thrun Law Firm, P.C.	Thrun Law Firm, P.C. Attorneys	Policy Implementation Meetings Webinar